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# The Home University League Reading System

## American History and Institutions

Complete in Four Courses (Five Parts to Each  
Course); Presented in 160 Topics,  
Each Complete in Itself.

### PREPARED BY

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Courses conducted under the direction of  
THE HOME UNIVERSITY LEAGUE

## Course 1

Under the special supervision of DR. TANNER

## Reference and Instruction Guide

### THEME

THE FOUNDATIONS OF THE AMER-  
ICAN NATION

Period: A. D. 458-1783.

### PART I

INTRODUCTORY ANNOUNCEMENT  
GENERAL INSTRUCTIONS

SUBJECT: The Discovery and Explora-  
tion of North America.

### PART II

SUBJECT: The Colonization of the  
South.

### PART III

SUBJECT: The Colonization of the  
Middle States and Maryland.

### PART IV

SUBJECT: The Colonization of New  
England.

### PART V

SUBJECT: The American Revolution.  
REVIEW of the Course.

SUBJECTS Suggested for Special Oc-  
casions.

BIBLIOGRAPHY—SPECIAL  
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THE HOME UNIVERSITY LEAGUE READING  
SYSTEM

*A New Opportunity*

The Home University League Reading System opens a new field of educational opportunity. The method is original and entirely new, but it is placed before the public only after several years of experimental work has been done in order to perfect the plan in all its details and prepare the way for effectively inaugurating the system as a new educational movement. Heretofore there have been no courses maintained on university standards available to home readers; but now, for the first time, the opportunity is open to anyone to obtain the full benefits of university training in the useful branches of cultural knowledge by means of interesting and attractive readings pursued at home as a recreation during leisure hours. The instruction and teaching features of the system are complete in every detail, but all study tasks and other earmarks of school work are eliminated.

## *Serving the Home*

Instead of being limited in their usefulness to one individual in the family, or to a single object, as in the college class, the Home University League courses are designed to serve the home, as a whole, in the fullest possible measure. The requirements of all the family are met by providing for the particular or different needs and tastes of each individual. The courses serve one member of the family by answering such questions as may come up, or by giving just the information wanted on a subject, just when it is wanted, and by direct, immediate guidance, saving entirely the usual groping in the dark and the annoyance of a long search. They place before others in the family an evening's reading on useful and interesting subjects whenever they may be looking for a worthy means of occupying the time. The readings may be taken up by another systematically, to the completion of a course and graduation in it. The courses afford each and all the members of the family the privilege of being in constant touch with eminent teachers, providing the same explanation and other aid toward acquiring a full understanding of the subject in hand that they would receive were the instructor at their side.

## *Time-saving Features*

The reading of an entertaining book yields the same educational results under the Home University League system as are ordinarily obtained in its subject at college or a university; whereas, in the usual "straight ahead" and desultory way of reading but little is ever learned and retained, the subject itself being by no means acquired. It is the common experience of the

average reader that he consumes many hours in getting what may be learned in one hour under expert guidance and instruction. Indeed, most men realize that after reading a great deal for years even, they have not become proficient in a single subject, although this is the very result most sought for and most eagerly desired by those who aim to be well informed. To the busy man, and everyone who values time, this system appeals with special force; for it means that much more may be accomplished in the same time, or the same results gained in much less time than by reading in the usual way. The system is, furthermore, the greatest incentive to making good use of spare time. The influence of the system is to draw readers away from profitless reading habits and develop instead a taste for reading along the most useful lines.

### *Practical Results*

In developing the Home University League courses to meet the various requirements of the home, special care has been taken to make them very practical, as well as thorough, but popular in character. The method is very simple. The reader is directed clearly, step by step, the instruction details proceeding with the perusal of the readings in such manner as to enable him to fully acquire the subject at hand without disturbing his interest in the readings or imposing any task or inconvenience whatever upon him. As against the merely superficial information, soon forgotten, which usually results from one's general reading, with the completion of each of these courses the reader gains as thorough knowledge and training in the subject given as if studied under a teacher at college or a university.

## *The Unit Plan*

The courses are built on a system of units. Each unit embraces a complete topic and provides for an evening's reading, or an equivalent amount of time. Generally forty units or topics are given to a course, each topic presenting a collection of minor subjects in their proper order and relation, and which may be read more or less as separate magazine articles of special merit, for instance.

## *Building a Home Library*

The readings for each course are based on the works of the foremost writers and authorities on the subjects coming within the scope of the course, the books selected for the readings invariably being those of greatest desirability and usefulness in their line for the home library. As readers complete one course after another under the Home University League system, they are all the while accumulating a splendidly planned home library of the best books obtainable, and on a most economical basis; though of even greater significance is the fact that while the books are being gathered the reader learns their vital substance and masters the subjects with which they deal.

## SPECIAL FEATURES

The Home University League courses offer advantages in a number of *special features* which have not been available heretofore to either the individual or the home.

1st. *For Occasional Reading.* Those who have only a leisure hour or evening at command now and then, but who desire to employ their time occasionally in restful but profitable reading, may, nevertheless, without undertaking to read systematically, or to complete any general subject, or a course, make the material supplied with the courses serve them to advantage. Used simply as a companion or reading guide this will yield many benefits not to be obtained in general reading. The method of treating a topic creates a great interest in the readings selected, and tends to thoroughly absorb the thought and attention of the reader. The topic being the unit of instruction in these courses, with each topic complete in itself, readers are free to select such topics as most attract them at the time, or whenever it is desired to spend an hour or an evening in reading. The busy professional or business man may therefore devote his leisure to the courses whenever he is so inclined, and while he reads for recreation or as a diversion, digest a chosen topic and thoroughly acquire its subject-matter. In pursuing the topics of a course in this manner the reader progresses according to the time devoted to the readings, realizing the full benefits of higher education in each subject or course completed, whether or not the topics are pursued systematically in their set order.

2nd. *An Aid to the Student in School.* The courses are invaluable to school children as young as ten years, or even younger. The advantage of being in constant touch with the instruction and methods of eminent teachers enables them to become the leaders of their classes in the branches given in these courses. With the guidance of the courses they can easier and better prepare their lessons; besides, the courses will increase their interest in their studies and develop self-reliance. Parents also, in the practical working material which accompanies the courses, have at hand the best instruction helps obtainable — a superb equipment for assisting their children with their studies.

3rd. *A Complete Equipment.* Since the reading selections for the Home University League courses are always chosen from the works of foremost authors and deal with subjects fundamental in character, regardless of their use in the courses, they constitute the best books of information obtainable for the permanent use of all the members of the family. With their additional use in the courses they render double service and thereby become doubly valuable to the home. With a view to assisting its members in procuring the necessary equipment conveniently, and at a minimum cost, in connection with its scholarship privileges, all other material required in pursuing the courses, including the books, is supplied by the Home University League.

4th. *A Thorough Cultural Education to be Obtained by the Use of Spare Hours Only.* The Home University League plan provides especially for the great body of earnest and purposeful people who are interested in their own intellectual improvement; who, whether college graduates or not, seek to be well informed and to become properly qualified in the useful branches of learning. Readers who pursue these courses systematically, us-



ing only their spare time, may, upon completing American History (the first courses given), continue in the same manner with other branches. The Home University League contemplates instituting a complete mental-culture curriculum, to be given in a series of courses embracing *Literature, History, Economics, Art, Popular Science, Sociology, Psychology and Philosophy*; these being the branches in which are embraced the subjects of most importance and interest to those who desire to improve the mind and to acquire a broad education. Preparations are now being made to institute the courses next to follow, and the other branches will be taken up in their proper order, each branch as soon as the courses for the preceding branch have been gotten under way. The courses will be wholly cultural and not designed to serve mere commercial ends. They will be prepared and directed in every case by eminent university instructors, will be thorough in all particulars, and will be maintained on university standards throughout. The curriculum as projected is equivalent in extent to a full four-years scholastic term, and readers who complete all the courses will realize practical educational results of no less value, merit or degree than the usual college course. As merited, a Certificate of Graduation is awarded in each branch as completed. The privilege of competing for medals of honor is also to be extended.

5th. *Reference Uses.* The various features of the courses—the suggestions, guidance, instruction, correspondence privileges, and the special information given throughout the courses—these not only take the place of the presence of the teacher, but they also supply answers to questions almost constantly arising among intellectual people—questions which generally cannot be answered for lack of sources of information to consult. The material furnished in the Home University League courses is put

up in permanent form so as to be available for reference purposes at any time. It also serves to supply such instruction, information and answers to questions as the reader would receive were the instructor actually at hand. On all subjects coming within the scope of the courses the directing is so full and explicit that it serves the very best reference uses. The courses also provide the most thorough and practical help obtainable for making special investigation, or for gathering and preparing material for addresses, essays or other papers which may be required for public affairs, literary meetings and kindred occasions.

## THE COURSES IN AMERICAN HISTORY

AND

## INSTITUTIONS

No other branch of learning interests young and old alike as does American History; for, aside from its patriotic appeal, heroic, thrilling and romantic episodes occur at every step. And because of its influence in raising the standard of citizenship, no other branch of cultural knowledge is of like importance. For these reasons it has been deemed needful and appropriate to offer American History first in the Home University League courses. The history of the development of American Institutions is also included—an extraordinary feature, which gives these courses unusual fulness and a practical, up-to-date treatment of special interest and value.

The American History courses have been prepared expressly and exclusively for the Home University League by Dr. Francis N. Thorpe, who has admirably adapted and fitted his own course of instruction in American History into the League plan. In all features the readers have the full benefit of Dr. Thorpe's high qualifications and ripe experience, both as a teacher and as the author of standard historical works.

The Advisory Instructors and their collaborating associates constitute a corps of eminent teachers and specialists who render a service of great significance and value in these courses. Instead of but one instructor, this feature gives the members of the Home University League the unique privilege of pursuing the courses under the supervision of a splendid body of able men, each of whom is a recognized authority or specialist in the field of American History. They all give the League their advice upon matters arising from time to time pertaining to the courses. Each has given his personal attention to every detail or item presented in the courses; so that wherever one has seen the opportunity to improve any matter or give it in a better way than another, it has been done. Thus, at every point the reader has the

benefit of the best aid or suggestion presented. Each Advisory Instructor has assumed the special supervision of one of the courses—the particular course upon the principal subject of which he is an authority. The collaborating associates serve as expert authorities on special phases of the courses. The advisory corps is complete as a body, through which every feature of the treatment given in these courses in American History and Institutions is placed under appropriate special supervision.

A distinct department of the Home University League is devoted to the correspondence feature of the courses in American History and Institutions. The examination and correction of papers and answers submitted by readers preparing for graduation is also conducted in connection with this department. The department is conducted under the immediate direction of the Home University League. Its every requirement is adequately provided for, the correspondence with readers and other work connected with the department being under able management. All details of the work of the department will at all times be in thoroughly competent hands.

Four courses are given to American History and Institutions. The courses are of equal length, each calling for approximately the same amount of time. Each course is made (as far as conditions permit) equivalent to the requirements of a student in college for one term (half-year) in one branch of the four or five studies usually taken up in each term.

Each of the four courses treats five main subjects, which correspond with five of the twenty histories embraced in a valuable collection of special histories recently published and bearing the general title of *The History of North America*. From these histories the selected readings are chosen. Each of these histories is complete in itself, and, with few exceptions, its subject is treated in the courses in eight topics. Since one topic ordinarily occupies the reader for an evening, or a like amount of time made up of shorter intervals, those who give as much time as two evenings a week to the readings will complete one of the histories and master its subject in four weeks, and in twenty weeks, or a term of four and one-half months, will complete a course.

Although it is generally more or less desirable to pursue the courses in the order in which the topics are numbered, it is not necessary to do so, as each topic is complete, can be prepared in an evening's reading, and counts as a unit toward graduation. However, rather than to take up the topics altogether indiscrimi-

nately, it is a better plan to select one of the histories and prepare all the topics upon its subject in order. By this means an entire volume is read through connectedly in the preparation of the topics in covers.

These four courses cover the period from the pre-Columbian discoveries down to the present time, including the history of the culture and migration of the Indians extending back for fourteen centuries prior to the landing of Columbus in the New World. The courses embrace, not the history of the United States alone, but the whole of North America and the recently acquired island possessions. Throughout the courses emphasis is given to the commercial, industrial, economic, intellectual, political, social and religious phases of the development of the nation. They thereby vividly reflect the life of the people and the conditions existing in all sections of the country at every period of its history.

These courses give the reader a full grasp of the remarkable history of our country as its progress is traced from small and feeble beginnings to the commanding position of a leading world power. As the earlier history blends into the development of American Institutions the reader becomes thoroughly acquainted with the growth and present status of all the great interests affecting the life of the people and the nation. A practical and comprehensive knowledge of the whole great subject, such as comparatively few possess, will be gained by those who pursue the courses to completion.

Our readers are commended to an earnest consideration of the vital importance of these most interesting courses, with the hope that each may realize the full measure of the benefits they offer.

THE HOME UNIVERSITY LEAGUE.

(Incorporated)





THE INSTRUCTION STAFF  
IN  
AMERICAN HISTORY AND INSTITUTIONS

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Author of: *The March of Coronado*; *The First Discovered City of Cibola*; *Pueblo Indian Clans*; *Prehistoric Irrigation in Arizona*; *The Enchanted Mesa*; *The Early Navaho and Apache*; *Santa Fe, The City of the Holy Faith*; etc. Editor of: *Handbook of American Indians*; *The Narrations of Castaneda and Cabeza de Vaca*; *The North American Indians*; *Indian Tribes*, etc., etc.

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Author of: *Rambles in Historic Lands*; *Colonial Mobile, a Study of Southwestern History*; *The Colonization of the South*; *The Reconstruction Era*; *Municipal Code of Mobile*, etc., etc. Assistant compiler of: *The Code of Alabama, 1886*; *Brickell's Digest of Decisions of Alabama Supreme Court*; *Hannis Taylor's International Law (War)*.

DEPARTMENT OF CORRESPONDENCE AND EXAMINATIONS.

Conducted under the direction of THE HOME UNIVERSITY LEAGUE.

# THE DEVELOPMENT AND PLAN OF CONDUCTING THE COURSES IN AMERICAN HISTORY AND INSTITUTIONS.

The General Preparation of the Courses .....DR. THORPE

The Syllabi Reference Citations.....DR. TANNER

The Advisory Council for the Courses in General:

DR. TANNER, DR. ALVORD, DR. PETRIE, PROF. DYKSTRA,  
MR. HAMILTON AND MR. HODGE.

The Instruction System (including correspondence features,  
examination and correction of papers and answers, and gradu-  
ation), conducted under the direction of the HOME UNIVERSITY  
LEAGUE.

## COURSE I

### THE FOUNDATIONS OF THE AMERICAN NATION.

PERIOD: From the earliest discoveries in the Western Hemisphere to the  
close of the Revolutionary War (A. D. 458-1783).

Under the special supervision of DR. TANNER.

Given in 40 topics based on the following special histories:

*The Discovery and Exploration of North America*, by  
ALFRED BRITTAIN.

*The Colonization of the South*, by PETER JOSEPH HAMIL-  
TON.

*The Colonization of the Middle States and Maryland*, by  
FREDERICK ROBERTSON JONES, Ph.D.

*The Colonization of New England*, by BARTLETT BUR-  
LEIGH JAMES, Ph.D.

*The American Revolution*, by CHARLES WM. AUGUSTUS  
VEDITZ, Ph.D., LL.B.

## COURSE 2

THE INDIANS, OUR NEIGHBOR-NATIONS AND ISLAND POSSESSIONS  
(*Independent subjects belonging to American history which are essentially connected with the history of the United States.*)

a. THE NORTH AMERICAN INDIANS.

PERIOD: From the earliest tracings of the aborigines to the present time (about A. D. 100-1904).

b. MEXICO AND CENTRAL AMERICA.

PERIOD: From the Toltec Dominion to the present time (A. D. 500-1908).

c. CANADA AND BRITISH AMERICA.

PERIOD: From Cabot's discovery of Newfoundland (Labrador?) to the present time (A. D. 1497-1906).

d. OUR ISLAND POSSESSIONS.

PERIOD: From the settlement of Hawaii to the present time (A. D. 600-1908).

Under the special supervision of DR. ALVORD,  
in collaboration with MR. HODGE.

Given in 39 topics based on the following special histories:

*Prehistoric North America*, by W J MCGEE, LL.D.

*The Indians of North America in Historic Times*, by CYRUS THOMAS, Ph.D.

*Mexico and Central America*, by ALCEE FORTIER, Litt.D.,  
and JOHN ROSE FICKLEN, B.Let.

*Canada and British North America*, by W. BENNETT  
MUNRO, LL.B., Ph.D.

*The Island Possessions of the United States*, by ALBERT  
EDWARD MCKINLEY, Ph.D.

## COURSE 3

AMERICAN INSTITUTIONS: THEIR HISTORY AND DEVELOPMENT.

PERIOD: From the formation of the Union to the present (1776-1908).

Under the special supervision of PROF. DYKSTRA.

Given in 41 topics based on the following special histories:

*The Formation and Development of the Constitution*, by  
THOMAS FRANCIS MORAN, Ph.D.

*The Louisiana Purchase and the Westward Movement*, by  
CURTIS M. GEER, Ph.D.

*The Pacific Slope and Alaska*, by JOSEPH SCHAFER, M.L.

*The Rise of the New South*, by PH. ALEX. BRUCE, Ph. D.

*The Development of the North Since the Civil War*, by  
JOSEPH MORGAN ROGERS, A.M.

## COURSE 4

### THE DIVISION AND REUNION OF THE AMERICAN NATION.

PERIOD: From the early years of National life to the close of the Reconstruction period (1809-1877).

Under the special supervision of DR. PETRIE,  
in collaboration with MR. HAMILTON.

Given in 40 topics based on the following Special Histories:

*The Growth of the American Nation from 1809-1837*, by  
RICHARD T. STEVENSON, Ph.D.

*The Growth of the American Nation from 1837-1860*, by  
ENOCH WALTER SIKES, Ph.D.

*The Civil War From a Southern Standpoint*:—A military  
history, by WILLIAM ROBERTSON GARRETT, Ph.D., and  
ROBERT AMBROSE HALLEY.

*The Civil War: The National View*:—a civil history, by  
FRANCIS NEWTON THORPE, Ph.D.

*The Reconstruction Era*, by PETER JOSEPH HAMILTON.





## GENERAL INSTRUCTIONS

### I. THE TOPIC SUBJECTS, or SYLLABUS.

The syllabus divides the topic into appropriate parts. It also indicates the scope of the topic and the subjects presented in it. Each subject in the syllabus is adequately treated in the selected reading for the topic, and is a matter upon which the reader who desires to master the essential history of America should be informed. Before proceeding with the selected reading a mental survey of the scope of the topic should be made by thoughtfully examining the syllabus. Note, *always*, the dates or periods of the topics.

The subjects cited in the syllabi for the one hundred and sixty topics presented in the four courses embrace every matter of vital importance connected with the history of the American nation and its institutions. The syllabi provide a vast number of apt titles to inviting subjects for addresses, discussions, essays or other papers. The marginal numbers in the syllabi are designed to assist readers in gathering material and in preparing for requirements of this kind. They direct the reader in the special investigation of any desired subject, citing for each subject separately the most desirable authorities to consult, either independent of or in comparison with the selected reading for the topic.

The works cited in the Contemporary References under the headings SPECIAL and SUPPLEMENTAL generally indicate by their titles to which subjects of the topic they apply, as well as any special purpose they may serve in connection with the readings. The annotations appended to these works will further guide the reader in making use of them in the courses.

## II. THE SELECTED READING.

The selected readings are all chosen from the special histories which make up *The History of North America*, and include (for the four courses) the whole of each of the twenty volumes. This great work, but lately completed, constitutes a practical working library of American History. It is the production of twenty associated historians, each an authority and specialist particularly fitted by training and interest to present his subject or portion of the work. Each of the twenty volumes is a special and separate history, complete in itself; while the whole work presents a harmonious compilation. As a single production it is exceptionally wide in scope and full in treatment, being, in fact, the only complete history of North America published. As a collection of histories this work is admirably adapted to the requirements of the courses; as in this single collection are given all the subjects or topics taken up in standard courses of instruction in American History.

In the selected readings the chapters of a volume are not always taken in their order. They are selected with a view to compassing the topic in the most advisable manner. The entire selected reading for the topic should always be perused with special care.

## III. THE COLLATERAL HISTORY.

After finishing the selected reading for the topic the collateral history citations should next be taken up. Read in detail such portions of the chapters as relate to the selected reading.

The collateral history is very valuable for purposes of comparison. It brings into view the conditions existing and the events transpiring at the same period in different parts of the land, and also shows the various sides of partisan and sectional issues. The collateral history citations can be examined most conveniently, as they are all chosen from the volumes of *The History of North America*, a greater or less number of its histories being brought into use upon each topic according to the requirements.

## IV. THE SUGGESTIONS and INSTRUCTION.

The suggestions call attention to the most important aspects or phases of the topic, and indicate the points necessary to be considered in properly getting the essential facts. In connection with the suggestions is given the principal instruction upon the topic.

The suggestions and instruction should be observed with special care. The suggestions or points of instruction are numbered to correspond as nearly as may be with a continuous reading of the text, and they can therefore generally be followed in order as the text is read.

Consider each subject thoughtfully and get its full significance and meaning. In this connection form the habit of freely consulting the chronological tables and the index. Do not hurry through the topic. Do not be impatient. Be content to learn one thing at a time, knowing that one thing really learned means much more than a number of things indifferently or only partially understood. It is not *how much*, but *how thoughtfully* one reads that yields the best product of reading—"a full mind."

The illustrations as referred to should be examined closely. They are uniformly instructive, are largely reproductions from rare originals of great historic value, and are of very unusual interest.

## V. THE QUESTIONS.

The questions on each topic cover the essentials. They are direct and clear, not difficult or "catch" questions, but questions intended to indicate whether or not the reader has gained a full grasp or understanding of the topic. The questions are all based on the selected reading and are answerable there. Readers should consider each question and make such answer as in their opinion is best. Answers should not be copied from the book. They should be compact, though not so brief as to prevent a clear explanation.

The questions may be used simply for self-examination by readers who do not care to write their answers; but when a question is being considered, if its answer is not understood the portion of the text to which the question relates should be read again and examined until an intelligent and satisfactory answer is clearly in mind.

Those who desire to obtain the League's Certificate of Graduation in American History and Institutions will write their answers for examination. Each answer must be given its proper topic and question number. Write on one side of the sheet only. The answers can appropriately be written on sheets of the same size as these pages. They should be separated to correspond with the twenty Parts into which the four courses are divided. The answers may then be placed with their corresponding Part and

in this way be kept permanently with the courses for reference, or as a matter of future interest.

The answering of the questions is a splendid training. It leads readers to think for themselves and to base their conclusions on vital facts and correct principles. The preparation of the answers induces thoughtful reading, without which good results cannot be achieved. It encourages thoroughness, tests the reader at each point, and cultivates a proper reading habit. The formulating of the answers clarifies one's ideas, and the writing of them implants the facts permanently in the mind.

## VI. THE CONTEMPORARY REFERENCES, or BIBLIOGRAPHY.

The books listed in each topic under the head of Contemporary References are not essential in pursuing the courses; but they are of very great importance in the investigation of the subjects dealt with in the topic. The works cited are all of high value, and comprise, collectively, the most important writings on their subjects.

The contemporary references cited are abundant, far greater, in fact, than are consulted by, or accessible even, to college students. It is not supposed that readers will consult all of them, but that they will choose, instead, according to circumstances and individual inclination, from among those which are accessible. In the regular preparation of the topics the consulting on each subject of two or three of the references cited in the syllabi margins will usually be ample. This feature should not be made burdensome, nor be used beyond the extent to which it will stimulate or enhance the reader's interest in pursuing the courses.

Each topic is more or less closely related to other topics. It frequently occurs that books are helpful for use in other topics than those in which they are cited. The indexes to the courses should be consulted whenever fuller selections or references are desired than appear in the topic.

Such use of the contemporary references as may be convenient is recommended. It is very helpful to make comparisons among the authorities cited. Comparisons show the various points of view held by the writers and bring contradictions and corroborations to notice. They disclose the incidents peculiar to each historian, as well as the emphasis placed by each upon different episodes.

## CLASSIFICATION

The Contemporary References are classified for the convenience of the reader under GENERAL UNITED STATES HISTORIES, SPECIAL HISTORIES and SUPPLEMENTAL REFERENCES. The general and special histories are numbered in the order in which they are first cited in the topics. The numbering facilitates reference from the syllabi. The *letters* designate the General Histories—works which give the history of the United States in a continuous narrative for the period they cover. The *figures* designate biographies and such histories as are limited to particular subjects, localities or special phases of history. The works classified as Special should be found in any fully equipped public library. The references classified as Supplemental are usually not in general circulation. They consist mainly of primary sources, original documents and other books stored in archives, historical libraries, etc.—works which are limited in their application to the courses. Many of the supplemental references give the most valuable information extant on the subjects they present, and such of these as are accessible to the reader may be examined with the greatest profit.

## SPECIAL BIBLIOGRAPHY

As a whole, the contemporary references given in the four courses constitute a bibliography which will meet all ordinary requirements of research or special investigation. As arranged, it is a thoroughly practical and most convenient means of reference to many original sources of information, as well as to the great books which have been written on subjects within the realm of American History.

At the end of each of the four courses there is an index to the contemporary references showing the topics in which each work is cited. Immediately preceding each index there is a Special Bibliography of much importance to the reader as a reference work. It constitutes a ready guide to the best works on all general matters pertaining to the reading and study of American History. It also contains lists of the best poems, historical novels, etc., incident to American History. These lists are very useful to the reader in pointing out the best and most interesting literature bearing on particular episodes, either for individual reading or for use as recitations and the like at meetings of literary clubs, public gatherings or other special occasions.



## NOTES

In all cases where it is deemed desirable, notes are appended to the contemporary references. The notes either immediately follow the title, or are given as footnotes at the end of the topic. These notes give a brief description of the character, scope, use, or importance of the works cited. The annotations are mainly given in the first topic in which the work described is cited; but further explanation is made in other topics in cases where it is required to show the special bearing of a work on the topic. Since the contemporary references are numbered in the order of their insertion in the topics, readers can conveniently turn to the first mention of any work, which can also be found at once by consulting the indexes to the courses.

## VII. INDIVIDUAL CHOICE IN THE READINGS.

The manner in which the bibliography is arranged in the topics enables readers having access to the books listed in the contemporary references to pursue the courses by using these volumes, if desired, instead of, or as a substitute for the special histories which comprise *The History of North America*. Under the classification "General United States Histories" there is cited in each topic a practically complete list of all the authoritative or standard general histories in popular use which adequately treat the topic as a whole; or which give any of the principal subjects embraced in the topic with special fulness. In choosing any of these general histories for the selected reading, if the chapter or chapters cited do not treat all the subjects listed in the syllabus, the reader should either turn to another of the general histories or to such of the special histories cited in the topic as may be required to cover the subject-matter of the topic.

While this arrangement provides for the selecting of the readings according to the inclination of the individual, it must be borne in mind that none of the general histories covers all the topics given in the courses, and also that often general histories are cited in topics which they do not adequately treat, being given as a special reference to some particular subject or part of the topic. In pursuing the courses to completion, a number of the special histories cited among the contemporary references will therefore have to be used in connection with any of the general histories which the reader may choose for the selected readings.

In each topic the works classified as SPECIAL provide *ample* collateral history to supplement any of the general histories from

which the text for the selected reading may be chosen. These special histories include the principal books in use by the colleges and universities of the South, as well as of the North or the West. Thus, in pursuing The Home University League Courses, the reader can readily select for comparison, or for the main reading, works representative of his particular section, or such as conform to his sentiments. This is a privilege not afforded in college courses, these being the only courses in American History which provide impartially for both sides of partisan issues, and which give full consideration to the preferences of the different sections of the country.

### VIII. USING THE MAPS.

Readers should refer again and again to the maps with which the volumes of *The History of North America* are supplied. This is a collection or system of rare contemporary maps devised especially for the use of the members of the Home University League in pursuing these courses. This system is to be had complete only in the SPECIAL EDITION of *The History of North America*, which is issued by the publishers expressly and exclusively for the Home University League. These maps of different parts or sections of the country, which were made and in use at various periods, from the time of Columbus to recent times, show the stages of advance in the occupancy and development of North America by the White Man. These maps are of essential value to the reader. They reveal at once to the eye much that cannot be clearly expressed in words. The contemporary map is in keeping with the history of its time. In the study of the earlier periods the modern map is misleading and should not be used except for purposes of comparison. Readers may make copies of such other maps as come within reach, when they so desire. Blank outline maps, such as McKinley's and Heath's, may easily be obtained, the details to be filled in. The public libraries usually contain such accessible collections now published as Hart's Epoch maps, Scribner's Statistical Atlas, and MacCoun's Geography of the United States (not wholly free from errors).

### IX. NOTE TAKING.

Some system of taking notes is desirable. Any system familiar to the reader may be used. At the close of a period or episode, as, for instance, the career of Columbus, a summary may be made from the notes taken, identifying men and events with definite

regions, and citing the authorities read. If desired, these notes or summaries (also any maps prepared by the reader) can be fitted into the courses in the same manner as has been suggested for the answers to the questions.

## X. CORRESPONDENCE.

As one of the scholarship features, the members of the Home University League have the full privilege of correspondence on all matters pertaining to the American History courses. Any relevant question arising, or other matters calling for attention, will be carefully considered and dealt with in the usual manner of instruction by correspondence. Return postage must be sent with all questions or correspondence requiring an answer, and also for the return of answers and papers sent in for examination.

## XI. THE EXAMINATION and FINAL PAPER.

Readers will complete all five subjects or "Parts" of a course before sending in their answers, which will then be examined. On the completion of each course the reader will prepare a final paper or essay of not less than twelve hundred words, and send it for examination with the answers. All will be returned after examination, with proper merit credits. Any subject pertinent to the course may be chosen for the essay; or, if desired, a selection may be made from the list of "Subjects Suggested for Special Occasions" which accompanies the last Part in each course. Answers will be received at any time before the reader's scholarship privileges expire. Instead of sending in the answers for each course separately, they may be held, if preferred, until the four courses are completed, when all can be sent in at one time.

## XII. GRADUATION.

On the satisfactory completion of the four courses a Certificate of Graduation in American History and Institutions is awarded to readers. The graduation certificate is a trophy worth striving for most diligently. Its value is enhanced by having entered in it the merit credits won by the reader. The certificate is suitable for framing, as it is a handsomely engraved instrument on parchment paper and bears the seal and colors of the League.

Address all communications to

THE HOME UNIVERSITY LEAGUE, Inc.,  
Philadelphia, Pa.











# The Home University League Reading System

## American History and Institutions

Complete in Four Courses (Five Parts to Each Course); Presented in 160 Topics, Each Complete in Itself.

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Courses conducted under the direction of  
THE HOME UNIVERSITY LEAGUE

Corresponding to Volume I of

*The History of North America*

## Course 1 Part I

Under the special supervision of DR. TANNER

## Reference and Instruction Guide

### SUBJECT

THE DISCOVERY AND EXPLORA-  
TION OF NORTH AMERICA

*Period:* A. D. 458-1850.

### TOPICS

- No. 1. European Background of American History.
2. Columbus and his First Voyage.
3. The Later Voyages of Columbus.
4. Amerigo Vespucci and Later Spanish Exploration in Florida and the Gulf Region.
5. John Cabot and Later English Exploration.
6. Verrazzano and Later French Exploration.
7. (a) Dutch Exploration.  
(b) The Search for the Northwest Passage.



## COURSE 1

### THE FOUNDATIONS OF THE AMERICAN NATION

#### FOREWORD

In giving to this theme an entire course of readings under the Home University League system, the reader is reminded that while the course is one of four divisions of the whole great subject of American History and Institutions, it is, nevertheless, significantly complete of itself. The course fully covers a definite epoch of American History, and surveys the entire period from the discovery of the New World to the establishment of the American Nation—almost three centuries of time.

The course ends where the history of the United States as a nation begins. It presents, indeed, not the history of one nation, but rather the history of the activities, conflicts and achievements of several nations—the leading “powers” of Europe—their efforts to extend their borders into the New World. This is the first conspicuous phase of the course. It occupies half the period, though it is of far less concern than the colonial era, which next comes into view and extends over a like period of time.

As English colonization in North America became established, three European nations claimed the continent, each a definite zone—Spain, the southern; France, the northern; England, the middle ground. The English settlements in the middle zone grew and prospered. They became thirteen strong and vigorous colonies, and when the colonial period drew toward its close they had developed distinctly American tendencies. They then also found that they had many interests in common, and that they were prepared to unite in resisting objectionable measures imposed upon them by the mother country.

The second principal phase of this course consequently presents the history of these thirteen colonies, each at first completely separated in its interests, but finally drawn toward a common interest—*independence*. The last phase—a decade of unrest, ending in organized resistance, and another decade of united struggle for independence, with independence achieved—effects the final welding of the former thirteen dependencies into one nation—*The American Union*.

In dealing with the subject of the discovery and exploration of North America, the translation of the Icelandic sagas, or stories of the Norsemen's discoveries, which are given in the Selected Reading, is of special interest, as is also the translation of the journal of Columbus' voyage and discovery of the New World. The adventures of all the great discoverers and explorers are brought out interestingly and with fulness.

The subject of Colonization is divided into three parts, corresponding to the three sections or belts in which the colonies were established—the Southern, Middle and New England sections—each section representing a group of colonies.

The progress and development of colonization, as well as of exploration, are made clear by the introduction of many contemporary maps. These maps, which are mainly reproductions of rare originals, were in use in the various sections of the country at different periods in the progress of exploration and colonization.

In the treatment of the Revolution special attention is given to the industrial, commercial and other conditions which prevailed during the period. The social relations of the Whigs, the Tories, and the British, for instance, are described. By this manner of presenting the welding of the many colonies into a single nation, all sides of the life of the people and the effect of the movement are shown, instead of limiting this episode of far reaching results, as is too often done, mainly to the issues of the battle-field.

In pursuing this important course the reader will thoroughly acquire the history of the whole period from the pre-Columbian discoveries, including the conditions in Europe immediately prior to the discovery of the New World, down to the close of the Revolutionary War, when the life of the people as *American citizens* begins.

E. P. T.



## TOPIC 1

### EUROPEAN BACKGROUND OF AMERICAN HISTORY

#### I. SUBJECTS—Syllabus:

##### A. D. 458-1169

- |               |   |  |
|---------------|---|--|
| *A, B, C      | a | The theories of the ancients respecting the shape, size and place of the earth.                                |
| A, 4          | b | The geography of Strabo; pre-Columbian maps (mappe monde, or world-maps).                                      |
| B, E          | c | The reputed discovery of the Pacific Coast by Buddhist priests in the fifth century.                           |
| A, B, E, 2    | d | The earliest known voyages to the West.  |
| A, F, 1, 2, 5 | e | The voyages of the Northmen.<br>1204-1490  |
| B, D          | f | The early commerce of the peoples living along the shores of the Mediterranean, notably the Greeks and Romans. |
| D, 6          | g | Marco Polo's travels.  |
| A, D, 3       | h | Prince Henry the Navigator.  |
| B, C, D       | i | India and China as the incentive to European exploration westward.   |
| B, D          | j | The results of the invention of the compass.   |

#### II. SELECTED READING:

\*\*BRITTAIN, *Discovery and Exploration* (I), Chs. I, II.

#### III. COLLATERAL HISTORY:

\*\*FORTIER, *Cent. Amer. and Mex.* (IX), *Mex.*, Ch. I.

McGEE, *Prehistoric N. Amer.* (XIX), Ch. II.

McKINLEY, *Island Possessions of the U. S.* (XX), Ch. VI.

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\* These marginal numbers refer to the correspondingly numbered Contemporary References for the topic. They cite the works principally recommended to be consulted on each of the different subjects treated in the topic. Their use is fully explained in the GENERAL INSTRUCTIONS given in the preceding pages.

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\*\* The Roman numerals in parentheses in the SELECTED READING and COLLATERAL HISTORY citations refer to the number each volume bears in *The History of North America*.

#### IV. SUGGESTIONS—Instruction:

- 1st. Carefully read the Introduction and Prefaces to the book.
- 2nd. Familiarize yourself with the ancient ideas of the geography of the world, with Greek knowledge and theories, and with the theories of the Middle Ages.
- 3rd. Weigh the authenticity and value of the pre-Columbian discoveries and the Icelandic Sagas. (See illustration: Inscription on Dighton Rock.)
- 4th. Get clearly in mind the lines of trade and commerce between Asia and Europe, the Mediterranean lines of trade, the significance of the Turkish invasion, and the importance of the Hansa towns, and of Venice and Genoa.
- 5th. Note the natural incentives to adventure from Europe eastward and westward. The immediate pre-Columbian time was preparatory and conducive to European exploration westward. (See portrait of Prince Henry the Navigator.)
- 6th. Consider the importance of the invention of the compass.
- 7th. Draw, if you like, a map of the known world prior to 1492. Consult the Ptolemy map.

#### V. QUESTIONS:

1. Explain the theories of the shape, size and land surface of the globe prevailing prior to Columbus.
2. What claim have the Northmen as discoverers of America?
3. Of what importance were Marco Polo's travels?
4. How did the Turkish invasion of Europe hasten world-exploration?
5. What causes brought Italy to the front as a parent of sailors?

#### VI. CONTEMPORARY REFERENCES—Bibliography: \*

##### GENERAL UNITED STATES HISTORIES

- A. WINSOR, Vol. I, Introduction; Chs. I, II. (See Note.)
- B. FISKE, *The Discovery of America*, Chs. II-IV. (See Note.)
- C. CHANNING, Vol. I, Ch. I. (See Note.)

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\* See GENERAL INSTRUCTIONS for a full description and explanation of the use of the Bibliography.

GENERAL HISTORIES—*Continued.*

- D. *The American Nation*, Vols. I, Chs. I-VI; III, Ch. I.  
(See Note.)
- E. AVERY, Vol. I, Chs. III-VI. (See Note.)
- F. "CONTEMPORARIES," Vol. I, Ch. III. (See Note.)

SPECIAL HISTORIES

- 1. DeCOSTA, *Pre-Columbian Discovery of America by Northmen.*
- 2. FISCHER, *Discoveries of the Northmen.*
- 3. MAJOR, *Prince Henry the Navigator.*
- 4. WINSOR, *Columbus.* Contains a notable collection of ancient world-maps. A work of great value.
- 5. *Original Narratives: The Northmen, Columbus and Cabot.* (See Note.)
- 6. CORDIER, ed., (or YULE). *The Book of Ser Marco Polo.* There is an inexpensive reprint in the Everyman Library.

SUPPLEMENTAL REFERENCES

- BEAZELEY, *Prince Henry the Navigator.* (Heroes of the Nations.)
- BEAZELEY, *Dawn of Modern Geography.* The most important work of its kind. Has the principal maps of the period.
- REEVES, *Finding of Wineland the Good.*
- STORM, *Studies on the Vinland Voyages.*
- ANDERSON, *America Not Discovered by Columbus.*
- DEROO, *History of America Before Columbus*, Vol. II.
- Old South Leaflets*: No. 30, *Strabo's Introduction to Geography*; No. 31, *Voyages to Vinland.* (See Note.)
- American History Leaflets*: No. 3, *Extracts From the Sagas.* (See Note.)
- The Cambridge Modern History.*
- BRYANT AND GAY, Vol. I, Chs. III-V. (See Note.)

NOTES—CRITICAL AND EXPLANATORY

- A. WINSOR, *Narrative and Critical History of America*, 985-1850. This most valuable and scholarly work contains a practically exhaustive bibliography from many writers for the whole period of American History down to 1850. The reader who desires to investigate at great length should utilize to the full the vast learning embodied in this history. It is cited in nearly all the topics of Course I.

NOTES—Continued.

- B. FISKE. The following histories by John Fiske cover the period dealt with in Course I and are cited appropriately in the topics as a general history of the period (985-1783):

*Discovery of America.*  
*Old Virginia and Her Neighbors.*  
*The Dutch and Quaker Colonies.*  
*The Beginnings of New England.*  
*New France and New England.*  
*The American Revolution.*  
*The Critical Period of American History.*

- C. CHANNING, *A History of the United States, 1000-1760.* (2 vols.) A foremost work of modern scholarship. The author is continuing his narrative, which is projected to 8 vols. Cited in the topics on Discovery and Colonization.
- D. *The American Nation, 1300-1907.* This is an authoritative work, which presents American History as a continuous narrative divided into twenty-six periods, each period being the subject of a volume. This work is by associated scholars and edited by Albert Bushnell Hart. It is confined almost wholly to the present territorial limits of the United States. This history is cited, with two exceptions, in all the topics of Course I.
- E. AVERY, *History of the United States.* From the prehistoric era to the present time. To be completed in 15 vols., 8 vols. issued thus far. This recent publication is sumptuously illustrated. The text is very readable and generally adequate. The portion pertaining to the prehistoric period is not authoritative. The work is cited throughout Course I.
- F. HART, *American History Told by Contemporaries, 985-1900.* This valuable work is not a continuous narrative history, but is made up of selections of extracts from original sources. It is cited as a general history throughout Course I.
5. *Original Narratives of Early American History.* A very valuable series, in which are republished a large number of the most important narratives in American History from the discovery to the close of the seventeenth century. Issued under the auspices of the American Historical Association, J. F. Jameson, general edi-

NOTES—Continued.

tor. The series of 17 vols. includes the following subjects:

*The Northmen, Columbus and Cabot.*

*Spanish Explorers in the Southern United States.*

*English and French Voyages.*

*Champlain's Voyages.*

*Early Virginia.*

*Bradford's History of Plymouth Plantation.*

*Winthrop's History of New England.* (2 vols.)

*Johnson's Wonder-Working Province of Sion's Saviour in New England.*

*Witchcraft Persecution.*

*New Netherland.*

*Early Maryland.*

*Early Carolina.*

*Early Pennsylvania.*

*Explorers of the Mississippi Valley.*

*The Insurrection of 1688.*

*The Indian and French Wars.*

*Old South Leaflets*, edited by E. D. Mead. A reprint of important papers and documents. About 200 numbers issued thus far.

*American History Leaflets*, edited by Hart and Channing.

A reprint of important documents; 36 numbers issued.

BRYANT AND GAY (Scribner's). *A Popular History of the United States*, 1492-1894. This is not a work of scholarly value. It is not well proportioned, but is readable and popular. It is cited in nearly all the topics of Course I.

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Whenever the *General Histories* cited in the syllabi margins are not accessible, the reader may consult other general histories, which, like Bryant and Gay's, are mostly of a popular character. There are several works of this sort more or less extensively in circulation. None of them, however, will serve the purposes of these courses, except to a limited degree.

## TOPIC 2

### COLUMBUS AND HIS FIRST VOYAGE

#### I. SUBJECTS—Syllabus :

- |               |           |  |
|---------------|-----------|--|
|               | 1435-1492 |  |
| A, 8, 9, 10   | <i>a</i>  | The early life of Columbus.  |
| B, 4, 7, 10   | <i>b</i>  | Columbus' efforts to interest Portugal and Spain in his proposed voyage to the West. |
| B, E, 8, 9    | <i>c</i>  | The equipment and departure of Columbus' fleet.                                      |
| B, 5, 8, 9    | <i>d</i>  | The first voyage across the Atlantic.  |
| D, 8, 9       | <i>e</i>  | The first land discovered in the New World and its inhabitants.                      |
|               | 1492-1493 |  |
| C, D, E, 4, 9 | <i>f</i>  | Columbus' early experiences in the Indies (so-called).                               |
| 8, 9          | <i>g</i>  | The first European settlement in the New World.                                      |
| B, 8, 9       | <i>h</i>  | Columbus' perilous return voyage.  |
| B, E, 8       | <i>i</i>  | The triumphant arrival of Columbus in Europe.  |
| A, F, 9       | <i>j</i>  | Columbus' announcement of his discovery of the "Indies."                             |

#### II. SELECTED READING:

BRITAIN, *Discovery and Exploration* (I), Chs. III-VI.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. I.

#### IV. SUGGESTIONS—Instruction:

- 1st. Britain gives the early life and first voyage of Columbus with fulness.
- 2nd. It is necessary to get the contemporary ideas of Geography (1492). Examine the Ptolemy map closely.
- 3rd. The main thing is to get clearly in mind the causes of the Columbian voyages.
- 4th. Get the immediate history and effect of the first voyage. Consult the map of track of Columbus' first voyage, Vol. I; also map of 1599, Vol. III, and map of Island Possessions, Vol. XX.\*

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\* In the SUGGESTIONS, throughout, *The History of North America* is referred to by the volume numbers.



## V. QUESTIONS:

1. Explain how the surroundings of Columbus, his education and employment in early life prepared him for his great undertaking.
2. What world-forces co-operated with his individual aim and activities?
3. Describe his first voyage.
4. What were Columbus' impressions of the new land and its inhabitants?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. II, Ch. I; also see Introduction.
- B. FISKE, *Discovery of America*, Ch. V.
- C. CHANNING, Vol. I, Ch. I.
- D. *Amer. Nation*, Vol. III, Chs. II, III. Bourne, the author of this volume, and Fiske (B) differ in their estimates of Columbus.
- E. AVERY, Vol. I, Chs. VII, VIII.
- F. "*Contemporaries*," Vol. I, Ch. III.

### SPECIAL

4. WINSOR, *Columbus*. An examination of the maps in this work, also in Winsor's *America* (A) and Fiske's *Discovery* (B) will be helpful. It is well worth while to study the maps critically.
5. *Original Narratives: The Northmen, Columbus and Cabot*.
7. PRESCOTT, *Ferdinand and Isabella*. Depicts the Spanish court at the time of Columbus.
8. IRVING, *Life and Voyages of Columbus*. In various editions. Has stood the test of time as literature, but should be read in connection with the distinctly critical works of Winsor (4) and Markham (10).
9. THACHER, *Columbus*. The most exhaustive work on the subject in English.
10. MARKHAM, *Columbus*. Like Winsor's work, a critical study. Best brief account.

### SUPPLEMENTAL

COLUMBUS, FERDINAND, *Life of Columbus*. English translation in Churchill's or Pinkerton's *Voyages*.

VIGNAUD, *Toscanelli and Columbus*. Presents a novel point of view.

*American History Leaflets*: No. 1, *Letter of Columbus to Louis de Sant Angel*.

*Old South Leaflets*: No. 29, *The Discovery of America*.

BRYANT AND GAY, Vol. I, Ch. V.

## TOPIC 3

### THE LATER VOYAGES OF COLUMBUS

#### I. SUBJECTS—Syllabus:

- 1493-1496  
D, 4, 10      a Columbus' Royal reception in Spain.  
B, D, E      b The immediate consequences of Columbus' epoch-making voyage.  
E, 4, 5, 8, 9      c The second voyage of Columbus.  
1498-1502  
A, E, 5, 8, 9      d Columbus' third voyage.  
B, F, 5, 8, 10      e The fourth voyage of Columbus; explorations in Central America.  
H, 4, 11      f The geographical results of the Columbian voyages.  
1502-1506  
B, D, 4      g The West Indies as seen by Columbus.  
B, D      h The effect of the Columbian voyages on Europe.  
E, G, 4, 9, 10      i The last years of Columbus; his death.

#### II. SELECTED READING:

BRITAIN, *Discovery and Exploration* (I), Ch. VII.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. I.

FORTIER, *Cent. Amer. and Mex.* (IX), Ch. I; *Mex.*, Ch. II.

McKINLEY, *Island Possessions* (XX), Ch. IV.

#### IV. SUGGESTIONS—Instruction:

1st. In the Selected Reading the authors give an excellent account of the immediate effect of the Columbian voyages.

2nd. Consult illustrations: Fac-similes of Columbus' "First Letter;" Papal Bull of Alexander VI. See also Columbus and Vasco da Gama portraits.



- 3rd. Note the condition of the native tribes of America at the coming of Europeans as narrated at length in THOMAS, *The Indians in Historic Times*. (See Collateral History citations.)
- 4th. Examine the following maps in connection with the reading for this topic; Columbus' track, Gore map and earliest map of the New World, Vol. I; map of Island Possessions, Vol. XX.

## V. QUESTIONS:

1. Describe second and third voyages of Columbus.
2. Describe the fourth voyage.
3. Was Columbus the cause of his own misfortune? Explain.
4. What were the great results that followed the Columbian voyages?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. II, Ch. I.
- B. FISKE, *Discovery of America*, Ch. VI.
- D. *Amer. Nation*, Vol. III, Chs. III, IV, VI. Describes at length the effect of the Columbian voyages on Spain. With Fiske (B) and Channing (C) this author (Bourne) may be profitably consulted for the effect of the Columbian voyages on the thought of Europe.
- E. AVERY, Vol. I, Chs. IX, X, XII, XIV.
- F. "Contemporaries," Vol. I, Ch. III.
- G. HILDRETH, *The History of the United States*, Ch. I. (See Note.)
- H. BANCROFT, *A History of the United States*, Vol. I, Ch. I. (See Note.)

### SPECIAL

4. WINSOR, *Columbus*. Is the most complete in showing the geographical results of Columbus' voyages.
5. *Original Narratives; The Northmen, Columbus and Cabot*.
8. IRVING, *Life and Voyages of Columbus*.
9. THACHER, *Columbus*.
10. MARKHAM, *Columbus*.
11. HELPS, *Spanish Conquest of America*. A graphic description, but should be compared constantly with Fiske (B).

#### SUPPLEMENTAL

- MAJOR, *Select Letters of Columbus*. Source material.  
COLUMBUS, FERDINAND, *Life of Columbus*.  
BRYANT AND GAY, Vol. I, Ch. VI.  
FORD, ed., *Writings Descriptive of the Discovery and Occupation of the New World*.  
WILSON, *A History of the American People*. (See Note.)

#### NOTES

BANCROFT (H) and HILDRETH (G) have been accepted authorities, the one for seventy, the other for fifty years. They are the most famed, and, on the whole, the oldest general histories of our country. Although both are valuable to the student, the indications are that each is retiring to the list of "little or no longer read" histories, giving place to the works of modern scholarship.

WILSON, WOODROW, *A History of the American People*. The style of this work is charming. It is in the nature of a suggestive essay, and of little use for purposes of reference and comparison. The publishers have unnecessarily extended it into five volumes. It is chiefly valuable for the period following the Revolutionary War. This work may be used for the later period of American History (in some of the topics of these courses) as a substitute for the general histories cited in the syllabi margins, in case the works cited are not accessible.

## TOPIC 4

### AMERIGO VESPUCCI AND LATER SPANISH EXPLORATION IN FLORIDA AND THE GULF REGION

#### I. SUBJECTS—Syllabus:

1497-1507

- |            |  |
|------------|--|
| A, B, D    | <i>a</i> The career of Vespucci.   |
| B, C, E, H | <i>b</i> The claims of Vespucci to the original discovery of America.      |
| B, C, E, F | <i>c</i> Naming the New World "America;" contemporary opinion of Vespucci. |

1513-1521

- |              |   |
|--------------|---|
| D, E, II, 13 | <i>d</i> The work of de Leon, Cordova and Grijalva. |
| A, B, D, 14  | <i>e</i> The expedition of Cortes.                  |
| D, E, II, 14 | <i>f</i> Cortes' Conquest of Mexico.                |

1519-1538

- |                 |  |
|-----------------|--|
| A, D, 5, II, 12 | <i>g</i> The exploration of the interior (called Florida). |
| A, G, 5, II, 12 | <i>h</i> De Soto's expedition.                             |
| A, C, D, E      | <i>i</i> Magelhaes (Magellan).                             |

#### II. SELECTED READING:

BRITTAİN, *Discovery and Exploration* (I), Chs. VIII, X, XI.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II) Chs. II, X.

HAMILTON, *Colonization of the South* (III), Ch. I.

FORTIER, *Cent. Amer. and Mex.* (IX), Chs. II-V; *Mex.*, Chs. II, IV.

#### IV. SUGGESTIONS—Instruction:

- 1st. Get a clear idea of the geographical extent of Spanish exploration in the New World. This is indicated in and will be made clear by carefully consulting the Collateral History for the topic. Examine and compare the following maps: Gore map, earliest map of the New World and plan of Mexico City, Vol. I; map of 1599, Vol. III; map of Mexico, Vol. IX; Railroad map, Vol. XVII.
- 2nd. Consult the index freely for full references, both as to names and subjects.
- 3rd. The important things to note in regard to Spanish Exploration are:
  - (a) the causes of the early effort;
  - (b) the racial (Spanish) element as a force in the general movement of Europe westward;
  - (c) the character of the native races met by the Spaniards and the Spanish treatment of them (see Ethnological maps, Vol. II; Migrations map, Vol. XIX);
  - (d) the administrative methods of the Spaniards;
  - (e) their supreme object in exploration;
  - (f) the region Spain occupied and succeeded in holding;
  - (g) the causes of decay of Spanish power in America.
- 4th. Consider Spanish power and history in America with a view to comparing the Spanish with the English, French and Dutch. This is brought out in the topics immediately following.
- 5th. Examine the following illustrations: Vespucci's portrait; Title-page of account of Vespucci's voyage; portraits of Ponce de Leon, Balboa and De Soto; Title-page of the *Relacam Verdadeira*; Fac-simile of the signatures of Ponce de Leon and other explorers.

#### V. QUESTIONS:

1. Give as complete an account as you can of Vespucci.
2. Account for the strength of Spain as an exploring and colonizing nation in America.
3. What was the extent of New Spain (in America) in 1519?
4. What were the main characteristics of Spanish aggression in America?
5. How did Magellan's circumnavigation influence subsequent exploration?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. II, Chs. II-IV, VI, IX.
- B. FISKE, *Discovery of America*, Chs. VII, VIII. A very exhaustive account of Vespucci. Consult and compare with Bourne (D).
- C. CHANNING, Vol. I, Chs. II, III.
- D. *Amer. Nation*, Vol. III, Chs. VI-XI.
- E. AVERY, Vol. I, Chs. XV-XVII, XIX.
- F. "Contemporaries," Vol. I, Ch. III.
- G. HILDRETH, Ch. I.
- H. BANCROFT, Vol. I, Chs. II-IV.

### SPECIAL

- 5. *Original Narratives: Spanish Explorers in the Southern United States.*
- II. HELPS, *Spanish Conquest of America.*
- 12. *Trail Makers; Cabeza de Vaca; De Soto; Coronado.* (See Note.)
- 13. BANCROFT, *Pacific States.* (See Note.)
- 14. PRESCOTT, *Conquest of Mexico.*

### SUPPLEMENTAL

- MARKHAM, *Letters of Amerigo Vespucci.* Source.
- QUARITCH, *The First Four Voyages of Amerigo Vespucci.* Source.
- MARTYR, *Decades.* Magellan, Pinzon, Balboa. The first history written of America.
- LESTER, *Life and Voyages of Americus Vesputius.*
- CORTES, *Dispatches to Charles V* (tr. Folsom).
- BANDELIER, A. F., *Historical Introduction and Final Report* (Parts I, II), in *Papers of the Archaeological Institute of America, American Series.* Among the most valuable works extant on Spanish exploration and colonization of the Southwest.
- SANTARIM, *Researches respecting Americus Vesputius and his Voyages* (tr. Childe).
- BLACKMAR, *Spanish Institutions of the Southwest.*
- LUMMIS, *Spanish Pioneers.*
- KING, *De Soto and his Men in the Land of Florida.*
- IRVING, *History of De Soto's Conquest of Florida.*
- BOURNE, *Narratives of Hernando de Soto.*
- GUILLEMARD, *Life of Ferdinand Magellan.*
- STANLEY, *The First Voyage Around the World.* (Hakluyt Society.)
- BRYANT AND GAY, Vol. I, Chs. VI, VII.

NOTES.

12. *The Trail Makers*. John Bach McMaster, consulting editor. Useful. The series comprises the following volumes:

*Journey of Cabeza de Vaca from Florida to the Pacific.*  
*Narratives of De Soto in the Conquest of Florida.* (2 vols.)

*Journey of Coronado.*

*Voyages of Champlain.* (2 vols.)

*Journey of La Salle.* (2 vols.)

*Voyages of Mackenzie.* (2 vols.)

*Expedition of Lewis and Clark.* (3 vols.)

*The Five Indian Nations.* (2 vols.)

*Travels in the Interior of North America* by Daniel William Harman.

*The Wild Northland.*

13. BANCROFT, H. H., *History of the Pacific States of North America*. An indispensable work, giving much documentary matter. The 39 volumes include the entire region west of the Rocky Mountains, Alaska, Mexico and Central America, also five volumes entitled *Native Races*.

## TOPIC 5

### JOHN CABOT AND LATER ENGLISH EXPLORATION

#### I. SUBJECTS—Syllabus :

1497-1517

- |              |   |   |
|--------------|---|---|
| A, F, 17, 18 | a | The work of the Cabots for England.                           |
| B, E, 5, 17  | b | The immediate purpose of John Cabot in his first voyage west. |

- |                |   |  |
|----------------|---|--|
| A, C, F, 5, 18 | c | Discoveries made by the Cabots and the resulting claims of England to the New World. |
|----------------|---|--|

- |         |   |  |
|---------|---|--|
| A, B, E | d | The voyage of Cortereal (a Portugese). |
|---------|---|--|

1542-1579

- |           |   |   |
|-----------|---|---|
| A, 15, 16 | e | The basis of English title to lands in the New World. |
|-----------|---|---|

- |             |   |   |
|-------------|---|---|
| A, F, 5, 19 | f | The work of Sir John Hawkins for England. |
|-------------|---|---|

- |             |   |  |
|-------------|---|--|
| A, F, 5, 19 | g | Drake's voyages and their results for England. |
|-------------|---|--|

- |      |   |                          |
|------|---|--------------------------|
| A, D | h | New Albion (California). |
|------|---|--------------------------|

1583-1607

- |         |   |  |
|---------|---|--|
| A, C, G | i | English exploration of Virginia and New England. |
|---------|---|--|

- |                  |   |  |
|------------------|---|--|
| A, C, 15, 16, 20 | j | The work of Gilbert, Raleigh, and Amadas and Barlow for England. |
|------------------|---|--|

- |                 |   |                                      |
|-----------------|---|--------------------------------------|
| A, C, D, 15, 16 | k | The formation of the London Company. |
|-----------------|---|--------------------------------------|

- |                 |   |                              |
|-----------------|---|------------------------------|
| C, D, H, 16, 21 | l | The Settlement of Jamestown. |
|-----------------|---|------------------------------|

#### II. SELECTED READING:

BRITTAIN, *Discovery and Exploration* (I), Chs. IX, XV, XVI.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Chs. IV, VIII, IX.

HAMILTON, *Colonization of the South* (III), Ch. III.

FORTIER, *Cent. Amer. and Mex.* (IX), Ch. X.

SCHAFER, *The Pacific Slope* (X), Ch. I.

MUNRO, *Canada*, (XI), Ch. II.



#### IV. SUGGESTIONS—Instruction:

- 1st. The essential things to know are:
  - (1) the dominant purpose in English exploration;
  - (2) its geographical extent;
  - (3) English intercourse with the native tribes;
  - (4) why the English secured charters, and their historical importance;
  - (5) why America fell chiefly into the current of English influence at last.
- 2nd. Compare English and Spanish administration in America.
- 3rd. Note the introduction of charter governments into America by the English and its significance.
- 4th. Observe the commercial ideas of the period.
- 5th. Get the contemporary geography clearly in mind. Consult Gilbert's map, Vol. I; White's map, Vol. III; map of Canada, Vol. XI. (See portraits of Cabot and Raleigh, also title-page of "Drake Revived".)
- 6th. Examine the Collateral History in detail (as cited).

#### V. QUESTIONS:

1. What were the services of John Cabot for England?
2. Give an account of the English sea kings.
3. What was the dominant idea in English exploration?
4. Compare Spain and England as exploring powers.

#### VI. CONTEMPORARY REFERENCES—Bibliography:

##### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. III, Chs. I, II, IV-VI; IV, Ch. I.
- B. FISKE, *Discovery of America*, Ch. VII.
- C. CHANNING, Vol. I, Chs. II, V, VI.
- D. *Amer. Nation*, Vols. III, Ch. V; IV, Chs. I-III. Vol IV is chiefly valuable for its bibliography.
- E. AVERY, Vol. I, Chs. XI, XIII, XXI.
- F. "*Contemporaries*," Vol. I, Ch. IV.
- G. HILDRETH, Ch. I.
- H. BANCROFT, Vol. I, Chs. I-V.



#### SPECIAL

5. *Original Narratives: The Northmen, Columbus and Cabot; Early English and French Voyages.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.* (See Note.)
16. DOYLE, *English Colonies in America.* Virginia, Maryland and the Carolinas. (See Note.)
17. HARRISSE, *John Cabot the Discoverer of America.*
18. BEAZELEY, *John and Sebastian Cabot.*
19. *Handbook of American Indians.* Very full. (U. S. Govt. publication.)
20. ST. JOHN, *Life of Raleigh.*
21. BROWN, *Genesis of the United States.*

#### SUPPLEMENTAL

- BIDDLE, *Sebastian Cabot.*  
 CORBETT, *Sir Francis Drake.*  
 PURCHAS, *His Pilgrimage.*  
 HAKLUYT, *Principall Navigations, Voiages and Discoveries of the English Nation.* Inexpensive reprint in the Everyman Library.  
 MARKHAM, *The Hawkins' Voyages.* (Hakluyt Society.)  
 PAYNE, *Voyages of the Elizabethan Seaman to America.*  
 WEARE, *Cabot's Discovery of North America.*  
 BIGGAR, *Voyages of the Cabots and Cortereal.*  
 EDWARDS, *Life of Sir Walter Raleigh.*  
 TARBOX, *Sir Walter Raleigh and his Colony in America.* (Prince Society pub.)  
 SLAFTER, *Sir Humphrey Gylberte.* (Prince Society pub.)  
 STRACHEY, *Historie of Travaile into Virginia.* (Hakluyt Society.)  
 SOUTHEY, *British Seamen.* (Edited by Hanay.)  
*Old South Leaflets:* No. 37, *Notices of the Cabots.*  
 HARRISSE, *Discovery of North America.*  
 BRYANT AND GAY, Vol. I, Chs. VI, X.  
 FROUDE, *English Seamen in the Seventeenth Century* (*Hist. of England*, Vol. XI).

#### NOTES

15. OSGOOD, *The American Colonies in the Seventeenth Century.* Very important. Not a popular, but a scholarly and scientific work, treating principally the constitutional and legal aspects of the subject.

16. DOYLE, *English Colonies in America.* An English authority on American colonial history. Elaborate, but important aspects are neglected.

## TOPIC 6

### VERRAZZANO AND LATER FRENCH EXPLORATION.

#### I. SUBJECTS—Syllabus:

- |                    |           |  |
|--------------------|-----------|--|
|                    | 1506-1524 |  |
| A, F, 5, 22, 23    | <i>a</i>  | Discovery of the St. Lawrence.                                 |
| C, 23, 32          | <i>b</i>  | The natives of the St. Lawrence region.                        |
| E, F, 23, 31       | <i>c</i>  | Services of Verrazzano for France.                             |
| B, D, 23, 24       | <i>d</i>  | The results of French discoveries in America.                  |
|                    | 1534-1639 |  |
| F, 5, 22, 30       | <i>e</i>  | The expeditions of Cartier.                                    |
| A, B, E, 5, 23     | <i>f</i>  | The French in New England and New York along the St. Lawrence. |
| A, D, E, 22, 23    | <i>g</i>  | The Founding of Quebec and Montreal.                           |
| B, E, 5, 12, 23    | <i>h</i>  | The work of Champlain for France.                              |
|                    | 1664-1682 |  |
| 24, 25, 26, 29, 30 | <i>i</i>  | Frontenac's services for France.                               |
| D, E, G, H, 24     | <i>j</i>  | Joliet and Marquette.  |
| D, 12, 24, 27, 30  | <i>k</i>  | The career of LaSalle and the results of his work for France   |
| D, 24, 28, 33      | <i>l</i>  | The area of New France.  |

#### II. SELECTED READING:

BRITTAIN, *Discovery and Exploration* (I), Chs. XII-XIV.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Chs. IX, X, XII.

FORTIER, *Cent. Amer. and Mex.* (IX), *Mex.*, Ch. XVI.

MUNRO, *Canada* (XI), Chs. II-V.

#### IV. SUGGESTIONS—Instruction:

1st. Get a clear idea of the contemporary map. Consult Cartier map, Vol. I; Joliet map, Vol. III; map of the Mississippi region, Vol. VIII; map of Canada and Champlain's map, Vol. XI.

2nd. Discover the causes which led to French exploration.

3rd. Note the careers of Verrazzano, Cartier, La Salle, Champlain and Hennepin as typical explorers.

- 4th. Examine the routes of French exploration
- 5th. Follow the careers of such explorers as Joliet and Marquette.
- 6th. Compare French with Spanish and English administration in America during the early period. (Read in this connection the Collateral History as cited.)

## V. QUESTIONS:

1. Give an account of Verrazzano. (Consult index.)
2. Give an account of Cartier. (Consult index.)
3. What territory did French exploration embrace?
4. What causes led to French exploration of America and what results followed?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. IV, Chs. I-III, V.
- B. FISKE, *Discovery of America*, Ch. XII.
- C. CHANNING, Vol. I, Ch. IV.
- D. *Amer. Nation*, Vol. VII, Chs. I-IV.
- E. AVERY, Vols. I. Ch. XVIII: II. Ch. I; III, Ch. IX.
- F. "*Contemporaries*," Vol. I, Ch. V.
- G. HILDRETH, Ch. I.
- H. BANCROFT, Vol. I, Ch. I.

### SPECIAL

5. *Original Narratives; Early English and French Voyages; Champlain's Voyages.*
12. *Trail Makers: Champlain; La Salle.*
19. *Handbook of American Indians.*
22. STEPHENS, *Jacques Cartier and his Four Voyages.*
23. PARKMAN, *Pioneers of France in the New World.* (See Note.)
24. PARKMAN, *La Salle and the Discovery of the West.*
25. PARKMAN, *Frontenac and New France.*
26. LE SUEUR, *Count Frontenac.*
27. SHEA, *Exploration of the Mississippi Valley.*
28. SHEA, *Early Voyages Up and Down the Mississippi.* Consult for La Salle.
29. CHARLEVOIX, *History of New France* (tr. Shea).
30. WINSOR, *Cartier to Frontenac.* A valuable work, dealing with geographical discovery in its historical relation.
31. DECOSTA, *Verrazzano the Explorer.*
32. PARKMAN, *The Jesuits in North America.*
33. KINGSFORD, *History of Canada.*

SUPPLEMENTAL

HAKLUYT, *Divers Voyages*. For the voyage of Verrazzano.  
POPE, *Jacques Cartier, his Life and Voyages*.  
OTIS (tr), *Voyages of Samuel de Champlain*. (Prince Soc.)  
BIGGAR, *Early Trading Companies of New France*.  
THWAITES, ed., *The Jesuit Relations*.  
*Old South Leaflets*; No. 17, *Verrazzano's Voyage*.  
BRYANT AND GAY, Vol. I, Chs. VI, VIII, IX.

NOTE

23. Parkman narrates the history of the French in North America to the Revolution in a series of twelve volumes. He is a sure guide, and all the volumes can be read with profit and delight. The series embraces the following subjects:

*Pioneers of France in the New World.*

*The Jesuits in North America.*

*La Salle and the Discovery of the Great West.*

*The Old Regime in Canada.*

*Count Frontenac and New France Under Louis XIV.*

*A Half-Century of Conflict.* (2 vols.)

*Montcalm and Wolfe.* (2 vols.)

*The Conspiracy of Pontiac and the Indian War after the Conquest of Canada.* (2 vols.)

*The Oregon Trail.*

## TOPIC 7

### a. DUTCH EXPLORATION

### b. THE SEARCH FOR THE NORTHWEST PASSAGE

#### I. SUBJECTS—Syllabus:

1609-1615

- |                |   |  |
|----------------|---|--|
| C, D, 34, 37   | a | Hudson's voyage.                                       |
| A, B, F, 5, 35 | b | The Dutch and the natives in the valley of the Hudson. |
| A, G, H, 5, 36 | c | The settlement of Manhattan.                           |
| B, 35, 36      | d | The expeditions of Block, Christiansen and May.        |

1576-1854

- |             |   |  |
|-------------|---|--|
| A, G, H, 37 | e | The work of Frobisher, Davis and Hudson in the North.                            |
| A, B        | f | Baffin's voyages.  |
| A, 38       | g | Discoveries and explorations in the far North.                                   |
| A, 4, 38    | h | The later explorations of (notably) Behring, Cook, Vancouver, Franklin and Ross. |

#### II. SELECTED READING:

BRITAIN, *Discovery and Exploration* (I), Chs. XVII, XVIII.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. VII.

JONES, *Colonization of the Middle States* (IV), Ch. I.

#### IV. SUGGESTIONS—Instruction:

- 1st. Consult Hudson map, Vol. I, and the two maps of Manhattan, Vol. IV.
- 2nd. Examine the purpose of the Dutch East India Company in furthering western exploration.
- 3rd. Note the territory explored by the Dutch and the character of the work attempted. Become familiar with the work of Henry Hudson.
- 4th. Compare the Dutch with Spanish, English and French explorers. The main thing is to understand the distinctive character of the Dutch movement.

- 5th. Find the reasons for which a Northwest passage was so diligently sought by Europeans.
- 6th. Learn who established the fact that America is a separate continent, and the earlier notion as to the geography of northern North America. Examine maps of the northwest coast and Mackenzie's track, Vol. X; map of Island Possessions, Vol. XX.

## V. QUESTIONS:

1. Show the importance of the coming of the Dutch to Manhattan.
2. Give the career of Henry Hudson.
3. Relate the search for a Northwest Passage.
4. What were the geographical ideas of the Arctic region of America down to 1854?
5. What portions of North America did European navigators reach? Explain for each nation separately the extent and relative importance of the results. A map to illustrate may be made.

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. III, Ch. III; IV, Ch. VIII; VIII, Ch. II.
- B. FISKE, *Discovery of America*, Ch. XII; *Dutch and Quaker Colonies*, Ch. III.
- C. CHANNING, Vol. I, Ch. XVI.
- D. *Amer. Nation*, Vol. IV, Chs. I, XVII.
- F. "*Contemporaries*," Vol. I, Ch. V.
- G. HILDRETH, Ch. III.
- H. BANCROFT, Vol. I, Chs. II, VI; P. II, Ch. XII.

### SPECIAL

4. WINSOR, *Columbus*. The appendix gives much concerning the Northwest Passage.
5. *Original Narratives: New Netherland*.
19. *Handbook of American Indians*.
34. READ, *Henry Hudson*.
35. BRODHEAD, *History of New York*.
36. O'CALLAGHAN, *New Netherland*.
37. ARBER, *Henry Hudson the Navigator*.
38. GREELY, *Handbook of Polar Discovery*.

SUPPLEMENTAL

*Documents Relating to the Colonial History of the State of New York*, Vols. I, II. Holland Documents.

New York Historical Society, *Collections*, Vols. I-III. Source.

ASHER, *Henry Hudson*. (Hakluyt Society.)

MURPHY, *Henry Hudson in Holland*.

JANVIER, *Dutch Founding of New York*.

PAYNE, *Voyages of the Elizabethan Seamen to America*.

KITSON, *Captain James Cook, the Circumnavigator*.

TRAILL, *Life of Sir John Franklin*.

BROWN, *The Northwest Passage*.

KOHL, *Popular History of the Discovery of America*.

VANCOUVER, *Voyage of Discovery to the Pacific Ocean*.

BRYANT AND GAY, Vol. I, Ch. XIII.









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## Course 1 Part II

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## Reference and Instruction Guide

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### SUBJECT

THE COLONIZATION OF THE  
SOUTH

*Period: 1521-1775.*

### TOPICS

- No. 8. Spanish, French and English  
Occupancy of Florida.
9. Virginia in the Seventeenth  
Century.
10. The Settlement of Carolina  
and Georgia.
11. French Exploration and Col-  
onization of Louisiana.
12. Spanish, French and English  
Relations in the South to  
the Close of the Revolution-  
ary War.
13. Beyond the Alleghanies in  
Colonial Times.
14. The Anglo-French Conflict in  
America.
15. Colonial Life in the South.



## TOPIC 8

### SPANISH, FRENCH AND ENGLISH OCCUPANCY OF FLORIDA

#### I. SUBJECTS—Syllabus:

1521-1595

- |                 |   |   |
|-----------------|---|---|
| A, 7            | a | The colonization of the New World a revival of the energies of the crusades—a continuation of movements as old as history.            |
| A, B, C, D, 5   | b | Ponce de Leon in Florida; the search by the Spaniards for another Mexico in Florida.  |
| C, D, H, 39, 41 | c | The first settlement established by the white race within the present bounds of the United States.                                    |
| D, E, 11, 41    | d | The efforts of the Friars for the Indians in Florida; missions established; the introduction of negro slavery to relieve the Indians. |

1543-1567

- |                 |   |  |
|-----------------|---|--|
| C, 23, 40       | e | Early French colonization in the new World (Brazil and Florida)—caused by religious dissensions at home. |
| C, F, G, 23, 40 | f | The Huguenots in Florida; Ribault and Laudonniere.   |
| H, 23, 40       | g | The avenging by De Gourgues of Menendez' massacre of Laudonniere's colony.                               |
| C, 23, 40       | h | The causes of the termination of French efforts in Florida.  |

1762-1781

- |            |   |  |
|------------|---|--|
| C, D, 11   | i | The English acquisition of Florida (by the Treaty of Paris, 1763).   |
| 39, 42     | j | The ascendancy of the English in Florida.  |
| 39, 42     | k | The influence of the Creoles.  |
| 39, 42, 43 | l | The effect of British rule on the settlement, industrial enterprise and commercial development of Florida. |

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. I, II, XX.

### III. COLLATERAL HISTORY:

BRITTAIN, *Discovery and Exploration* (I), Chs. X, XI.  
THOMAS, *The Indians in Historic Times* (II), Ch. III.  
MCGEE, *Prehistoric N. Amer.* (XIX), Ch. XX.

### IV. SUGGESTIONS—Instruction:

- 1st. Read the Introduction and Preface to the book thoughtfully.
- 2nd. Read carefully the account of European conditions as affecting and effecting colonization in America.
- 3rd. Get clearly in mind the contemporary map of Florida (as the term was used). Consult Joliet's map of the Mississippi, Plan of St. Augustine, map made in 1599 and map of Possessions of Spaniards and English, Vol. III; Gilbert's map, Vol. I.
- 4th. Compare the motives of the Spanish and the French in Florida.
- 5th. The Floridas were acquired by England by the Treaty of Paris, 1763. These new acquisitions could not be essentially English. British rule was favorable to commerce.
- 6th. Consult the Chronological Table constantly and use the Index in Vol. XX freely.
- 7th. JONES, *Colonization of the Middle States* (Vol. IV) and JAMES, *Colonization of New England* (Vol. V) should be constantly compared while reading *The Colonization of the South*, in order to keep before the mind the contemporary progress of colonization throughout the entire region. For convenience in making comparisons use the chronological tables in these three volumes simultaneously.

### V. QUESTIONS:

1. The colonization of Florida by the Spanish was the result of what general movement?
2. Why did Spain fail to develop colonial strength in Florida?
3. How did the Spanish (the Government, the Church and the colonizers) treat the Indians?
4. Why did French Huguenots come to Florida?
5. What was the condition of the natives and what missionary work among them was undertaken and by whom?
6. What evidence of Spanish colonization of Florida remains to this day?
7. Why did Florida remain essentially Spanish, though under the British?



## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. II, Ch. IV.
- B. FISKE, *Discovery of America*, Ch. XII.
- C. CHANNING, Vols. I, Ch. III; II, Ch. XIX.
- D. *Amer. Nation*, Vol. III, Chs. XII-XX.
- E. AVERY, Vol. III, Ch. XXIII.
- F. "*Contemporaries*," Vol. I, Ch. V.
- G. HILDRETH, Ch. III.
- H. BANCROFT, Vols. I, Chs. II-IV; II, Ch. XII.

### SPECIAL

- 5. *Original Narratives: The Spanish Explorers in the Southern United States.*
- 7. PRESCOTT, *Ferdinand and Isabella.*
- 11. HELPS, *Spanish Conquest of America.*
- 19. *Handbook of American Indians.*
- 23. PARKMAN, *Pioneers of France in the New World.*
- 39. FAIRBANKS, *Florida, Its History and Its Romance.*
- 40. BAIRD, *Huguenot Emigration.*
- 41. MOSES, *Establishment of Spanish Rule in America.*
- 42. HAMILTON, *Colonial Mobile.* This is a history also of the Southwest east of the Mississippi River.
- 43. BEER, *British Colonial Policy, 1754-1765.*

### SUPPLEMENTAL

HAKLUYT, *Divers Voyages.* Spanish, French, English. Sixteenth century.

LUMMIS, *Spanish Pioneers.*

IRVING, *History of De Soto's Conquest of Florida.*

KING, *De Soto and his Men in the land of Florida.*

FRENCH, *Historical Collections of Louisiana and Florida.*

*The South in the Building of the Nation.* (See Note.)

FAIRBANKS, *St. Augustine.*

BLACKMAR, *Spanish Institutions of the Southwest.*

LOWERY, *Spanish Settlement Within the Present Limits of the United States, 1513-1561.*

BRYANT AND GAY, Vols. I, Ch. IX; II, Chs. XXIII, XXIV.

*Haldimand Papers.* Invaluable for British West Florida.

The originals are in the British Museum, but a Calendar of them is published by the Canadian Government (Ottawa). Haldimand was in chief command in West Florida, and at other periods in Canada and Boston.

*Bouquet Papers.* (Canadian Govt. pub., Ottawa.)

NOTE

*The South in the Building of the Nation.* A recent co-operative history. An important work dealing with a section of our country upon which adequate and authoritative works are neither numerous nor generally accessible. The following is the arrangement of the volumes:

*History of the Southern States.* (3 vols.)

*The Political History.* (1 vol.)

*The Economic History.* (2 vols.)

*The Literary and Intellectual Life.* (2 vols.)

*The Scientific Life.* (2 vols.)

*Biography.* (2 vols.)

## TOPIC 9

### VIRGINIA IN THE SEVENTEENTH CENTURY

#### I. SUBJECTS—Syllabus:

- 1578-1620
- A, C, D, E, 16    *a* England's first efforts at American colonization.
- C, D, G, 15, 16    *b* The pioneers of English colonization in America (Gilbert and Raleigh) ; Raleigh's expeditions.
- C, D, F, 16, 21    *c* The founding of Virginia.
- B, C, D, 15, 48    *d* The formation of great English commercial companies, *e. g.*, the London and Plymouth companies (making colonization on a large scale possible) ; the Virginia charters.
- B, C, 15, 44, 46    *e* The Jamestown colony ; Captain John Smith's administration and explorations ; Lord De la Warr's administration as governor of Virginia.
- D, 5, 15, 16, 47    *f* The beginnings of negro slavery ; tobacco culture ; the first Virginia Legislature.
- 1620-1705
- B, 15, 45            *g* The effect of European politics on American colonization.
- C, D, 5, 47            *h* The growth of Virginia settlements ; massacre by the Powhatans.
- A, B, F, 15, 16        *i* The end of the Virginia (London) Company.
- B, 15, 16, 48          *j* The Navigation (trade tariff) Acts.
- B, H, 15, 16, 44        *k* Bacon's Rebellion.
- B, F, 16, 44, 45        *l* Life in the Old Dominion (Virginia) in the seventeenth century.

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. III-VI.

#### III. COLLATERAL HISTORY:

BRITAIN, *Discovery and Exploration* (I), Ch. XVI.

THOMAS, *The Indians in Historic Times* (II), Ch. IV.

JONES, *Colonization of the Middle States* (IV), Chs. I-VI.

JAMES, *Colonization of New England* (V), Chs. I-XI.

McGEE, *Prehistoric N. Amer.* (XIX), Ch. XV.

#### IV. SUGGESTIONS—Instruction:

- 1st. Compare the motives of the English colonizers. (Gilbert, Raleigh, etc.)
- 2nd. Get clearly in mind the relation of guilds and trading companies in England to trade extension, and the eagerness to profit by trade in America; whence the granting of charters to the London and Plymouth Companies.
- 3rd. Virginia lay within the confines of Spanish Florida, which gave rise to danger from Spain.
- 4th. Trace the influence of the growth of tobacco culture on the development of the colony.
- 5th. Note the advantages possessed by the English as colonizers in comparison with other European nations. In this connection also consult the Collateral History as cited.
- 6th. Note the circumstances under which African slavery was introduced and its growth.
- 7th. The Company's charter was annulled because of the growing hostility of the king toward the Company.
- 8th. Get the full significance of Bacon's Rebellion.
- 9th. Become familiar with "Life in the Old Dominion:" religion, politics, education, assessments, trade, growing demand for "the rights of Englishmen."
- 10th. Examine the following maps: Ethnological map B, Vol. II; White's map of Virginia (1585) and Possessions of the Spanish and English, Vol. III; Railroad map, Vol. XVII; Migrations map, Vol. XIX. (See portraits of Lord De la Warr, Captain John Smith, Lord Culpepper; Title-page of Smith's earliest work on Virginia; Indian village in Virginia.)

#### V. QUESTIONS:

1. What was the region of the Virginia Charter?
2. What causes and conditions made the Jamestown settlement permanent?
3. Give an account of the introduction, status and spread of African slavery in Virginia.
4. Explain how the Virginians attained their first legislature, the beginning of representative government in America.
5. What were the causes of Bacon's Rebellion?
6. Describe life in Virginia during the early years of the colony.
7. Why had the early English colonies failed?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Ch. V.
- B. FISKE, *Old Virginia and Her Neighbors*. Consult throughout.
- C. CHANNING, Vol. I, Chs. VI-VIII, XVIII, XIX.
- D. *Amer. Nation*, Vols. I, Chs. VII, VIII, XIII-XVI; IV, Chs. I-VI; V, Chs. XIII, XIV.
- E. AVERY, Vols. II, Chs. II, III, IX; III, Ch. II.
- F. "*Contemporaries*," Vol. I, Chs. VI, IX, X, XIII.
- G. HILDRETH, Chs. III, IV, VIII, XI, XV, XVIII, XXI.
- H. BANCROFT, Vol. I, Chs. V-IX; P, II, Chs. X, XI; Vol. III, Ch. I.

### SPECIAL

- 5. *Original Narratives: Early Virginia*.
- 15. OSGOOD, *The American Colonies in the Seventeenth Century*.
- 16. DOYLE, *English Colonies in America*.
- 19. *Handbook of American Indians*.
- 21. BROWN, *Genesis of the United States*.
- 44. *American Commonwealths: Virginia*. An authoritative series of State histories. Very useful generally.
- 45. LODGE, *English Colonies in America*. Full information. A political and social history.
- 46. SMITH, *Works of Captain John Smith* (ed. Arber). Includes *A Generall Historie of Virginia, By Captain John Smith*.
- 47. BROWN, *The First Republic in America*.
- 48. THORPE, *Constitutional History of the United States*.

### SUPPLEMENTAL

- KINGSBURY, ed., *Records of the Virginia Company*.
- Virginia Magazine of History and Biography*, I.
- BRUCE, *Economic History of Virginia in the Seventeenth Century*.
- BRYANT AND GAY, Vols. I, Chs. X, XI, XVIII; II, Chs. IX, XIII; III, Ch. III.
- THORPE, *Federal and State Charters and Constitutions*. A Government publication. Gives the colonial charters and organic territorial laws. The only complete work of its kind. A necessity in the study of Constitutional Government.
- HENING, *Statutes*. Early Virginia laws.
- Virginia Historical Society, *Collections*, I, II, III, VII, VIII.
- The South in the Building of the Nation*.
- Virginia Historical Register*.

SUPPLEMENTAL—Continued.

- PURCHAS, *His Pilgrimage*.  
HAKLUYT, *Principall Navigations, Voiages and Discoveries of the English Nation*.  
MARKHAM, *The Hawkins' Voyages*. (Hakluyt Society.)  
STRACHEY, *Historie of Travaile into Virginia*.  
KINGSBURY, ed., *Records of the Virginia Company*.  
*Virginia Magazine of History and Biography*, I.  
BRUCE, *Economic History of Virginia in the Seventeenth Century*.  
BRUCE, *Institutional History of Virginia in the Seventeenth Century*.  
HALE, *Fall of the Stuarts*.  
TYLER, *Cradle of the Republic*.  
FORCE, *Tracts*. A most valuable collection of original material.  
ALVORD AND BIDGOOD, *The Exploration of the Trans-Alleghany Region by the Virginians (1650-1674)*. This new work deals with the discovery of the Ohio. It gives conclusive proof (a fact of great importance) that the Virginians were on the waters of the Ohio (1671) long before the French, and only a few months after the French reached the upper waters of the Mississippi River.  
BYRD, *Running the Virginia Line* (in his *Works*).  
POORE, BEN PERLEY, *Constitutions and Charters*. Adequate to time of its publication, about 1874.  
BURK, *History of Virginia*.  
*American Colonial Tracts*. Bacon's Rebellion.  
STITH, *History of Virginia*.  
NEILL, *English Colonization in America*.  
NEILL, *The Virginia Company of London*.  
NEILL, *Virginia Carolorum*.  
NEILL, *Virginia Vetusta*.  
MCKINLEY, *Suffrage Franchise in the Thirteen English Colonies in America*. The authority on this subject.  
*Epochs of American History*. (Hart, ed., 3 vols.) *The Colonies* (Vol. I) by THWAITES is the best outline of the colonial period. May be consulted generally on the topics on colonization.  
CAMPBELL, *History of the Colony and Ancient Dominions of Virginia*.

## TOPIC 10

### THE SETTLEMENT OF CAROLINA AND GEORGIA

#### I. SUBJECTS—Syllabus:

1630-1717

- C, D, 15, 49, 52    *a* The grant of Carolina by Royal Patent and by Proprietary Charter.  
A, C, D, 16, 52    *b* The liberal views of the first settlers of Carolina.  
A, C, F, 48, 50    *c* John Locke's constitutions.  
A, 5, 40, 45, 50    *d* The Barbadian, Huguenot and Scotch-Irish settlements in Carolina.  
D, 5, 44, 45, 51    *e* The introduction of rice-growing in Carolina; the colony's flourishing commerce.  
C, D, 16, 49, 51    *f* The failure of Carolina as a proprietary and its success as a royal province.

1732-1752

- D, H, 16, 52, 53    *g* The failure of the scheme projected as the "Margravate of Azilia" as opening the way for colonizing (with benevolent purposes) the region between Carolina and Florida.  
A, C, F, 44, 53    *h* The unique economic features in the founding of Georgia as an American colony.  
C, D, 16, 44, 53    *i* The perilous situation of Georgia as a "Buffer Colony."  
C, E, 44, 53    *j* The settlement of religious sects in Georgia; the labors of the Wesleys and Whitefield in the colony.  
D, 44    *k* Oglethorpe's policy toward the Indians.  
C, D, 45, 53    *l* The administration of the colony of Georgia. (A philanthropic paternalism, but one which proved unpopular and ended in royal rule.)

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. VII, XVI.



### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. V.

JONES, *Colonization of the Middle States* (IV), Chs. VII-XIII.

JAMES, *Colonization of New England* (V), Chs. XII-XIX.

McGEE, *Prehistoric N. Amer.* (XIX), Ch. XVII.

### IV. SUGGESTIONS—Instruction:

1st. Note the opportunity for English colonization in the seventeenth century and the eagerness with which it was pursued.

2nd. Note that commercial zeal led to colonization, as in Carolina.

3rd. The Constitution (commonly called Locke's) was the device of impractical men.

4th. Observe that Carolina became from the first a refuge for men of various religious beliefs—the Scotch-Irish, the Huguenots, the Germans, the English.

5th. Note the serious purpose of the promoter of the colony to introduce silk manufacture, also how rice culture grew in importance.

6th. Follow carefully the history of the prosperous city, Charlestown (Charleston).

7th. Before proceeding to the history of Georgia get the geography clearly in mind: Florida, New Spain, Louisiana, the English Colonies, etc. Consult the following maps in comparison with Railroad map, Vol. XVII: Joliet's, Map made in 1599, Virginia; early German map, and Possessions of Spanish and English, Vol. III; Migrations map, Vol. XIX; Ethnological map B, Vol. II.

8th. Consider the importance, in a military way, to England of the region that came to be called Georgia. (See Oglethorpe portrait.)

9th. Notice that fifty years elapsed between the founding of Pennsylvania (the last of the early colonies) and Georgia. Georgia was founded the year Washington was born.

### V. QUESTIONS:

1. What causes led to the colonization of the Carolinas?

2. Why did peoples of different nations come thither?

3. What led to the commercial prosperity of the colony?

4. Why was Carolina divided?

5. Was Georgia founded merely as a "Buffer Colony"?

## VI. CONTEMPORARY REFERENCES—Bibliography :

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. V, Chs. V, VI. See Carolina, Huguenots, Quakers, Germans.
- B. FISKE, *Old Virginia and Her Neighbors*, Chs. XV, XVI.
- C. CHANNING, Vol. II, Chs. I, XII.
- D. *Amer. Nation*, Vols. V, Chs. IX, X ; VI, Ch. XV.
- E. AVERY, Vol. III, Chs. I, XIII, XIV, XXIV.
- F. "Contemporaries," Vols. I, Ch. XII ; II, Chs. V, VI.
- G. HILDRETH, Chs. XVI, XXI, XXIV.
- H. BANCROFT, Vol. I, P. II, Chs. VII, VIII ; III, Ch. XVI.

### SPECIAL

5. *Original Narratives: Early Carolina.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies in America.*
40. BAIRD, *Huguenot Emigration.*
44. *Amer. Commonwealths: Georgia.*
45. LODGE, *English Colonies.*
48. THORPE, *Constitutional History of the United States.*
49. MOORE, *History of North Carolina.*
50. ASHE, *History of North Carolina.*
51. SMITH, *South Carolina as a Royal Province.*
52. McCRADY, *History of South Carolina.* Very valuable.
53. JONES, *History of Georgia.*

### SUPPLEMENTAL

*The South in the Building of the Nation.*

*Epochs of American History. The Colonies.*

THORPE, *Charters and Constitutions.* For patents and charters referred to.

CARROLL, *Historical Collections of South Carolina.*

WESTON, *Documents connected with the History of South Carolina.*

*Colonial Records of North Carolina.* A great store-house of original documents.

*Historical Sketches of North Carolina.*

BERNHEIM, *German Settlement in North and South Carolina.*

WHITNEY, *Government in the Colony of South Carolina.*

FORCE, *Tracts.* Georgia, I, II.

McKINLEY, *Suffrage Franchise in the Thirteen Colonies.*

STEVENS, *History of Georgia.*

HAWKS, *History of North Carolina.*

South Carolina Historical Society, *Collections.*

BRYANT AND GAY, Vols. II, Chs. XII, XV ; III, Chs. IV, VI.

## TOPIC 11

### FRENCH EXPLORATION AND COLONIZATION OF LOUISIANA

#### I. SUBJECTS—Syllabus:

1670-1689

- A, D, 30      *a* The commercial and colonial (American) aspirations of France under Colbert.
- B, C, 23, 24, 32      *b* The French development of Acadia; the Jesuits; the discoveries of Marquette, Joliet, Tonty and Hennepin.

- D, 5, 12, 24, 27      *c* LaSalle and the founding of Louisiana.

1694-1717

- B, 5, 24, 27, 28      *d* The rapid exploration of the St. Lawrence and Mississippi valleys by the French.

- A, C, D, 44      *e* The necessity for the colonization of New France (Louisiana) by the French; the aims of Louis XIV.

- C, D, 42, 55, 56      *f* The Le Moyne family, Bienville and Iberville; the plans to extend French authority over North America; missions; the founding of Mobile; Bienville's policy and career.

1717-1731

- D, E, 44, 55      *g* The "Mississippi Bubble."

- C, D, E, 44, 55      *h* The beginning of New Orleans and the removal of the capital thither.

- 54, 55      *i* The Black Code; marriages with Indian women; life in the French colony of Louisiana.

1733-1764

- D, 29, 44, 55      *j* The royal governors of Louisiana.

- D, 44, 55      *k* The conditions in Louisiana under royal governors.

- D, 44, 55      *l* The rivalry of the Louisiana colonists with the English traders.

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. IX-XI, XIII.

#### III. COLLATERAL HISTORY:

BRITAIN, *Discovery and Exploration* (I), Ch. XIV.

THOMAS, *The Indians in Historic Times* (II), Ch. XIV.

FORTIER, *Cent. Amer. and Mex.* (IX), *Mex.*, Ch. XVI.

MUNRO, *Canada* (XI), Ch. V.

McGEE, *Prehistoric N. Amer.* (XIX), Ch. XIX.

#### IV. SUGGESTIONS—Instruction:

- 1st. It was the French idea of New France in America that discovery gave a right of claim to the country drained by the St. Lawrence, the Great Lakes, the Mississippi, and their tributaries.
- 2nd. The condition of Europe (the political relations of France) at the opening of the eighteenth century determined the manner, extent and character of French colonization in America. The aims of Louis XIV dominated this colonization.
- 3rd. Follow as far as possible on the contemporary map (Joliet's) the voyages and explorations of La Salle, Marquette, Joliet, Tonty, Hennepin and their associates. Compare with Railroad map, Vol. XVII. Consult also Ethnological map B, Vol. II; map of the Mississippi region, Vol. VIII. (See portraits of La Salle, Bienville and Iberville.
- 4th. The Compagnie des Indes was formed to acquire and exploit Louisiana, or the Mississippi region. Note John Law's scheme for enriching France, the rise of the "Mississippi Bubble," and the collapse of Law's scheme. Consult the Collateral History as cited in detail.

#### V. QUESTIONS:

1. How did the personal aims and ambition of Louis XIV affect Louisiana and New France generally?
2. Give an account of the work of La Salle.
3. What was the "colonial policy" of Louis XIV?
4. Explain how the greater French leaders in America worked out, for the first time, the correct geography of the St. Lawrence and Mississippi valleys.
5. What plans did Iberville project and to what extent did he carry them out?
6. Give the history of the "Mississippi Bubble."
7. Give an account of Louisiana under royal governors.
8. Account for the zeal of the French explorers.

#### VI. CONTEMPORARY REFERENCES—Bibliography:

##### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. IV, Chs. V, VI; V, Ch. I. In Vol. IV is given special bibliographies of source material for the study of French voyages and exploration.
- B. FISKE, *New France and New England*, Ch. IV.

GENERAL HISTORIES—*Continued.*

- C. CHANNING, Vol. II, Chs. V, XVIII.
- D. *Amer. Nation*, Vol. VII, Chs. I, IV, V.
- E. AVERY, Vol. III, Chs. IX, XXII.
- G. HILDRETH, Chs. XIX, XXII, XXIII.
- H. BANCROFT, Vol. II, Chs. IX-XI, XIV.

SPECIAL

- 5. *Original Narratives: English and French Voyages.*
- 12. *Trail Makers: La Salle.*
- 19. *Handbook of American Indians.*
- 23. PARKMAN, *Pioneers of France in the New World.*
- 24. PARKMAN, *La Salle and the Discovery of the West.*
- 27. SHEA, *Exploration of the Mississippi Valley.*
- 28. SHEA, *Early Voyages Up and Down the Mississippi.*
- 29. CHARLEVOIX, *History of New France.*
- 30. WINSOR, *Cartier to Frontenac.*
- 32. PARKMAN, *The Jesuits in North America.*
- 42. HAMILTON, *Colonial Mobile.*
- 44. *Amer. Commonwealths: Louisiana.*
- 54. PARKMAN, *The Old Regime in Canada.* Valuable for comparison of French with Spanish administration in America.
- 55. GAYARRE, *History of Louisiana.*
- 56. KING, *Bienville (Jean Baptiste le Moyne)*, in *Makers of America series.* The biographies of this series are of uneven merit. Only several are cited in these courses. They appear in the topics and are indexed under the names of the authors, and not by the general title as in the case of other series more generally used.

SUPPLEMENTAL

- FORTIER, *History of Louisiana.* The best, but too expensive for general use.
- FRENCH, *Historical Collections of Louisiana.*
- Alabama Historical Society, *Collections.*
- Mississippi Historical Society, *Collections.*
- CLAIBORNE, *Mississippi as a Province.*
- WALLACE, *Illinois and Louisiana under French Rule.*
- CABLE, *Creoles of Louisiana.*
- LOWELL, *Eve of the French Revolution.*
- PERKINS, *France under the Regency.*
- Cambridge Modern History*, Vols. V and VI. Consult these volumes, also Perkins and Lowell, cited above, for conditions in France.
- The South in the Building of the Nation.*

## TOPIC 12

### SPANISH, FRENCH, AND ENGLISH RELATIONS IN THE SOUTH TO THE CLOSE OF THE REVOLUTIONARY WAR

#### I. SUBJECTS—Syllabus:

1564-1724

- |                 |   |  |
|-----------------|---|--|
| A, D, 29, 54    | a | A comparison of the Spanish and French in America; their general friendly relations. |
| A, D, 54, 59    | b | The boundaries of New Spain and New France.  |
| D, G, H, 29, 39 | c | The history of Pensacola.  |
| C, D, 52        | d | The conflicts between the English and Spanish along the Florida-Carolina boundary.   |
| D, H            | e | The reflection of European politics in American colonial conflicts.                  |
| D, 39, 55       | f | The extension of British boundaries southward into Florida.                          |

1762-1781

- |                    |   |  |
|--------------------|---|--|
| D, 55              | g | The effect of the secret ceding of Louisiana by France to Spain (1762).  |
| 44, 55, 57, 58, 59 | h | The founding of St. Louis (1764); development of the fur trade.  |
| D, 42, 55          | i | The hostility between England and Spain over Louisiana; racial antagonisms; commercial jealousy and rivalry.                       |
| A, D, 42, 55       | j | The traditional hostility of Spain and France toward England as a factor favorable to the Americans in their war for independence. |
| D, 39, 42          | k | The Spanish invasion and recapture of West Florida during the American Revolution.   |
| A, D, H            | l | The confusion of the boundaries of Spain, France and England in America.   |

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. XIV, XV, XXII, XXIII.

#### III. COLLATERAL HISTORY:

GEER, *The Louisiana Purchase* (VIII), Ch. I.

MUNRO, *Canada* (XI), Ch. X.



#### IV. SUGGESTIONS—Instruction:

- 1st. The French and the Spanish came into conflict along disputed boundaries; but French and Spanish ideas of colonization were similar, being essentially military, monopolistic and monarchical.
- 2nd. Consult map of Spanish and English Possessions, Vol. III; map of Frontiers, Vol. IV; map of the Mississippi region, Vol. VIII; map of Canada, Vol. XI; Ethnological map B, Vol. II; Railroad map, Vol. XVII.
- 3rd. There was nothing in common in Spanish and English ideas of colonization. They differed in religion, in conception of law and government, in the exercise of individual rights, and in purpose and method of civil administration. The animosity between the English and the Spanish during the seventeenth century was due chiefly to their different ideas of religion. The population of the British colonies increased faster than that of Florida (New Spain) or Louisiana (New France), but the future supremacy of the English in America was not as yet foreseen. These facts indicate the important lesson of the topic.
- 4th. It was in keeping with the development of American affairs that Spanish and French America (Florida, Louisiana) should remain essentially hostile to English domination; whence the resurgence of the Latin element in those regions after the Treaty of Paris (1763) and during the period of transition and revolution (1763-1783) culminating in America independence. Chapter XXII, "The Latin Remnant," narrates an aspect of American affairs hitherto quite overlooked.
- 5th. The immediate result of the resurgence of the Latin element in Florida and Louisiana was the "widening of the Spanish boundaries."

#### V. QUESTIONS:

1. Where did the boundary disputes and conflicts arise (1) between the French and the Spanish, and (2) between the English and the Spanish?
2. What differences entered into these conflicts?
3. Why did France secretly cede Louisiana to Spain?
4. What was the history of Louisiana under Spanish rule?
5. What changes did British rule effect in Louisiana?
6. Why did the Spanish (Florida, Louisiana) favor the American revolutionists and proceed to capture English forts?



## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR. For further discussion on the topic consult this very important work generally. See its indexes.
- D. *Amer. Nation*, Vols. III, Chs. XII, XV; IV, Ch. XVII; VII, Chs. I, XVII, XVIII.
- G. HILDRETH, Ch. XXV.
- H. BANCROFT, Vol. II, Chs. XIII, XVII.

### SPECIAL

- 29. CHARLEVOIX, *History of New France*.
- 39. FAIRBANKS, *Florida, Its History and Its Romance*.
- 42. HAMILTON, *Colonial Mobile*.
- 44. *Amer. Commonwealths: Louisiana; Missouri*.
- 52. MCCRADY, *History of South Carolina*.
- 54. PARKMAN, *The Old Regime in Canada*.
- 55. GAYARRE, *History of Louisiana*.
- 57. HULBERT, *Historic Highways of America*. (See Note.)
- 58. HOUCK, *History of Missouri*.
- 59. WINSOR, *The Mississippi Basin*.

### SUPPLEMENTAL

- FORTIER, *History of Louisiana*.
- FRENCH, *Historical Collections of Louisiana*.
- WALLACE, *Illinois and Louisiana Under French Rule*.
- SCHARF, *History of Saint Louis*.
- The South in the Building of the Nation*.
- CHITTENDEN, *The Fur Trade*.

### NOTE

- 54. HULBERT, *The Historic Highways of America*. An interesting series for general readers comprising the following volumes:

*Paths of the Mound-Builders and Great Game Animals.*  
*Indian Thoroughfares.*  
*Washington's Road: The First Chapter of the French and Indian War.*  
*Braddock's Road.*  
*The Old Glade (Forbes' Road).*  
*Boone's Wilderness Road.*  
*Portage Paths: The Keys of the Continent.*  
*Military Roads of the Mississippi Basin.*  
*Waterways of Westward Expansion.*  
*The Cumberland Road.*  
*Pioneer Roads of America.* (2 vols.)  
*The Great American Canals.* (2 vols.)  
*The Future of Road Making in America.*

## TOPIC 13

### BEYOND THE ALLEGHANIES IN COLONIAL TIMES

#### I. SUBJECTS—Syllabus:

1693-1744

- D, 27, 28, 29, 61 *a* The region of the Illinois country; its accessibility by many waterways.  
H, 27, 61 *b* The explorations of Le Sueur, Cadillac, DuLuth and Charlevoix.  
G, 24, 60, 66 *c* The settlement of the Illinois country.  
58, 66 *d* The French notions of the value of the Missouri region. (Thought by them to be an inexhaustible source of supply of skins, furs and minerals.)

1763-1775

- D, F, G, 62 *e* Pontiac's war and the Proclamation of 1763.  
H, 44, 60, 65, 67 *f* The Indian boundary line and the Treaty of Ft. Stanwix (1768).  
D, E, 44, 63, 64 *g* The founding of Tennessee (Watauga) and Kentucky; the westward tide of migration; the leaders: Boone, Robertson and Sevier.  
D, 57, 68, 69 *h* The Quebec Act and the West; the causes leading to the threatened separation of the New West from the East.

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. XII, XXI.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Chs. XI, XII.  
JONES, *Colonization of the Middle States* (IV), Chs. XV-XVII.

GEER, *The Louisiana Purchase* (VIII), Ch. I.

MUNRO, *Canada* (XI), Ch. V.

McGEE, *Prehistoric N. Amer.* (XIX), Ch. XVI.

#### IV. SUGGESTIONS—Instruction:

- 1st. Get clearly in mind the importance of the Illinois country to the French. If the middle ground between Canada and Louisiana were possessed by any other power, New France would be cut into two widely separated and mutually inaccessible parts. The Illinois country was in a military sense the French center. Consult Joliet's map, Vol. III; Ethnological map B, Vol. II; Frontiers map, Vol. IV; map of the Mississippi region, Vol. VIII; Railroad map, Vol. XVII.
- 2nd. Church (missionaries, notably the Jesuits) and State united to explore and possess the Illinois country. Many French names of rivers, hills, valleys, and towns still remain. Indian names of natural features were often modified by the French.
- 3rd. The vast Missouri region was too great for actual occupancy by the French; their number was too small. They relied on the hunters and friendly relations with the tribes, also on the influence of the missionaries, to hold the Missouri country as a part of New France.
- 4th. The supplanting of French by English power provoked the Indians into the rising known as Pontiac's conspiracy. Soon English migration westward began, and Kentucky and Tennessee were founded. Notice the importance of transportation to any people, as exemplified in the early history of the New West. Transportation was easiest southward down the rivers tributary to the Mississippi and thence to New Orleans and the Atlantic. This gave rise to the possibility of the isolation of the New West from the East.

#### V. QUESTIONS:

1. What was the extent of the Illinois country, and at what points did the French establish forts?
2. Of what importance to France was control of this region?
3. Give an account of Pontiac's War.
4. What causes led to the founding of Kentucky and Tennessee?
5. What conditions threatened to isolate the West from the East?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- D. *Amer. Nation*, Vols. VII, Ch. V; VIII, Ch. XIII.
- E. AVERY, Vols. III, Ch. XXII; IV, Ch. XIX; V, Ch. X.
- F. "*Contemporaries*," Vol. II, Ch. XXII.
- G. HILDRETH, Chs. XXVI, XXVII, XXIX.
- H. BANCROFT, Vol. II, P. II, Ch. III; Vol. III, Chs. IV, XVII, XXX.

### SPECIAL

- 19. *Handbook of American Indians*.
- 24. PARKMAN, *La Salle and the Discovery of the West*. The present knowledge of the early history of the West is limited. Parkman's are almost the only histories of great value in general use on this subject. The primary sources only, offer the means of thoroughly investigating many important events of early Western history.
- 27. SHEA, *Exploration of the Mississippi Valley*.
- 28. SHEA, *Early Voyages Up and Down the Mississippi*.
- 29. CHARLEVOIX, *History of New France*.
- 44. *Amer. Commonwealths: Kentucky, Missouri*.
- 57. HULBERT, *Historic Highways of America*.
- 58. HOUCK, *History of Missouri*.
- 60. WINSOR, *The Westward Movement*.
- 61. HINSDALE, *The Old Northwest*.
- 62. PARKMAN, *The Conspiracy of Pontiac*.
- 63. BUTLER, *Kentucky from its Exploration to 1813*.
- 64. COLLINS, *History of Kentucky*. A great storehouse of information.
- 65. CARTER, *Great Britain and the Illinois Country*.
- 66. DONALDSON, *The Public Domain*.
- 67. ROOSEVELT, *The Winning of the West*.
- 68. TURNER, *The Significance of the Frontier in American History*.
- 69. KIRK, *Vanguard of the Revolution*.

### SUPPLEMENTAL

- The South in the Building of the Nation*.
- MONETTE, *History of the Mississippi Valley*.
- GREEN, *The Spanish Conspiracy*.
- BROWN, *Political Beginnings of Kentucky*.
- HAYWOOD, *Civil and Political History of Tennessee*.
- THWAITES, *Daniel Boone*.
- ALVORD, *The British Ministry and the Treaty of Fort Stanwix*, in *Proceedings of the Wisconsin Historical Society*
- CHITTENDEN, *The Fur Trade*.

## TOPIC 14

### THE ANGLO-FRENCH CONFLICT IN AMERICA

#### I. SUBJECTS—Syllabus:

1713-1751

A, C, D, E, 45 a The division of America by the Peace of Utrecht (1713).

C, D, 59, 61 b The indefinite boundaries between the French and English in the Ohio and Mississippi valleys; made definite by the migration of English colonists, chiefly traders from Pennsylvania, Virginia and the Carolinas.

D, H, 5, 70 c A comparison of the Indian policies of France and England.

C, D, 55, 57 d The rivalry of the English and French in the Ohio and Mississippi valleys in the middle of the eighteenth century.

1751-1763

E, 59, 70 e The taking of formal possession of the Ohio Valley by the French.

C, D, 70, 71, 74 f The military operations of the French and Indian War; the epoch-making results of the war.

D, E, 43, 45 g The Cherokee war resulting from the English acquisition of the Ohio Valley.

D, E, 45, 72, 73 h The American possessions of France and England after the Treaty of Paris (1763).

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. XVII, XVIII.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. XI.

JONES, *Colonization of the Middle States* (IV), Chs. XIV, XVIII.

JAMES, *Colonization of New England* (V), Ch. XXIII.

VEDITZ, *The Revolution* (VI), Ch. I.

MUNRO, *Canada* (XI), Chs. VII, VIII.

#### IV. SUGGESTIONS—Instruction:

1st. Get the geography of the region of rivalry between England and France and note the different "principles of colonization" followed by the rival nations. Consult map of Frontiers, Vol. IV; map of the Mississippi region, Vol. VIII; map of the St. Lawrence, Vol. XI; Railroad map of the East, Vol. XVII.

2nd. The inevitable "French and Indian War" (1751-1763), more correctly the French-English War for control of the "West," was one of the epoch-making wars of history. Its elements:

*The French View.*

- a* Political necessity for France to confine the English colonists to the region east of the Alleghanies—from Maine to Florida.
- b* Economic necessity for France to keep the Indian tribes in their native seats as hunters to supply their market forever with furs and skins, fish and game; this meaning to continue North America as a primeval wilderness.
- c* Military necessity for France to make alliances with the Indians and supply them with arms and ammunition to use in warfare against the English.

*The English View.*

- a* Economic necessity for the English colonists to have free access to the Ohio and Mississippi valleys for trade, hunting, and homes; the French and Indians considered as quite alike and mere obstacles to be swept out of the way.
- b* The opportunity of exterminating the Indians as savage and useless animals in possession of the land; the wilderness to be transformed into farms and homes.
- c* Military necessity for driving out the French as allies of the savages.

3rd. Both the French and British used America as all nations, relatively, used India, *e. g.*, for trade, with incidental conquest of spheres of influence; while the English began, though unwittingly, the first real colonization through transplanting their own people to populate the new lands.



4th. The struggle between the English and French in America was fundamentally for control of a continent, and only a continuation of the ancient struggle of the two peoples for domination in Europe. The result was defined, for a time, by the Treaty of Paris, February, 1763. Note the economic advantages possessed by the English in the French and Indian War. Carefully note the results of this war and the elements entering into it. (See portraits of Dinwiddie and Washington.)

5th. Read the Collateral History with special care. Use the Chronological Tables in the volumes on colonization simultaneously, following the dates in order. Read the accounts of the French and Indian War in the three volumes on colonization and the volume on Canada as one narrative, written from different points of view.

## V. QUESTIONS:

1. What elements of inevitable rivalry existed between the French and the English in North America, 1607-1763?
2. What claim, by international law or custom, had England to the Ohio and Mississippi valleys? What claim had France to them? What claim had the Indian tribes?
3. What was the condition of Louisiana during the war (1751-63)?
4. Give a review of the "French and Indian War," with its results.

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. IV, Ch. VII; V, Ch. VIII.
- B. FISKE, *New France and New England*, Chs. VII-X.
- C. CHANNING, Vol. II, Chs. XVIII, XIX.
- D. *Amer. Nation*, Vol. VII, Chs. VI-XVIII.
- E. AVERY, Vols. III, Ch. X; IV, Chs. I-XVIII.
- F. "*Contemporaries*," Vol. II, Chs. XIX, XX.
- G. HILDRETH, Chs. XXIV, XXVI, XXVII.
- H. BANCROFT, Vol. II, P. II, Chs. II-V VIII, X, XI, XIII-XVII, XIX.

#### SPECIAL

5. *Original Narratives: Indian and French Wars.*
19. *Handbook of American Indians.*
33. KINGSFORD, *History of Canada.*
43. BEER, *British Colonial Policy, 1754-1765.*
45. LODGE, *English Colonies.*
55. GAYARRE, *History of Louisiana.*
57. HULBERT, *Historic Highways of America.*
59. WINSOR, *The Mississippi Basin.* Valuable. Relates the struggle in America between England and France, 1697-1763.
61. HINSDALE, *The Old Northwest.*
70. PARKMAN, *A Half-Century of Conflict.*
71. BRADLEY, *The Fight with France for North America.*
72. CLAIBORNE, *History of Mississippi.*
73. LOWRY AND MCCARDLE, *History of Mississippi.*
74. PARKMAN, *Montcalm and Wolfe.*

#### SUPPLEMENTAL

ROYCE, *Indian Land Cessions*, in *Eighteenth An. Rep. of the Bureau of American Ethnology*. The introduction to this subject, by CYRUS THOMAS, is the most valuable summary extant of the policy of the various colonies toward the Indians with respect to their lands.

FORTIER, *History of Louisiana.*

CHAPMAN, *The French in the Allegheny Valley.*

MCCLUNG, *Sketches of Western Adventure.*

STONE, *Life of Sir William Johnson.*

VON HOLST, *A Constitutional and Political History of the United States (1750-1861)*. The work of an eminent German historian. Deals principally with the decade preceding the Civil War. Anti-slavery and very severe in censure.

*Epochs of American History.*

*The South in the Building of the Nation.*

BRYANT AND GAY, Vol. III, Chs. X-XII.



## TOPIC 15

### COLONIAL LIFE IN THE SOUTH

#### I. SUBJECTS—Syllabus:

1705-1717

- c, D, H, 16     a The rapid spread and progress of British colonization in America and the causes.  
D, 15, 48, 79   b The three forms of colonial government: proprietary, corporate and royal, tending to become royal eventually.  
C,D,75,77,80   c Conditions in the southern colonies in the first quarter of the eighteenth century.

1710-1768

- C, D, H, 16     d Intercolonial relations in the South; trade jealousies; Indian affairs.  
D, F, 45, 78     e The state of religion and education in the southern colonies.  
16, 42, 45       f The era of progress and colonial development in the South.

1763-1775

- D, F, 45, 75, 78   g Life in Virginia, the Carolinas and Georgia at the close of the colonial period.  
D, H, 77, 80       h The beginnings of an American sentiment; conditions tending to unity.  
D, E, 76, 80, 81   i The results of the Stamp Act in the southern colonies.

#### II. SELECTED READING:

HAMILTON, *Colonization of the South* (III), Chs. VIII, XIX.

#### III. COLLATERAL HISTORY:

JONES, *Colonization of the Middle States* (IV), Ch. XIX.

JAMES, *Colonization of New England* (V), Chs. XX-XXII, XXIV.

VEDITZ, *The Revolution* (VI), Chs. I-V.

MUNRO, *Canada* (XI), Chs. VI, X.

#### IV. SUGGESTIONS—Instruction:

- 1st. Note (1) the essentially popular basis of society in America as compared with that in England; (2) that governmental power in America (British colonies) was based upon grants (charters, patents) of the Crown; (3) that of necessity the assembly must become stronger in a democratic colony, whence the origin of the constant conflict between the colonial executive and colonial legislative bodies. The issue was generally taxation.
- 2nd. Note the spread and growth of culture, refinement and wealth in Carolina, centering at Charlestown.
- 3rd. Note the establishment and growth of rights and privileges conformable to those of England, and common to all the English colonies. Contrast the regime in these colonies with that in New France. (See Collateral History reference.)
- 4th. Consider the topic in contrast with colonial life in the Middle and New England colonies. The Collateral History citations bear upon this. The rising sentiment against the policy of Great Britain toward the colonies should be considered in the same manner.
- 5th. Immigration to America was at its full strength (for the colonial period) from 1730-1750. Note the vigor and vitality of the settlements.
- 6th. Get clearly in mind the economic condition of the colonists; the elements that operated for social strength.
- 7th. The English colonies had not stood together in close political or economic relations (1607-1763), but at the close of the French and Indian War tendencies distinctly "American" are recognized. Strained relations among the colonies toward England resulted in the common outburst of protest that followed the Stamp Act (1765). Though the Stamp Act was repealed the British Government insisted on the right to impose such a tax and the claim was denied by the colonists. The important thing is to get the full meaning and consequence of imposing economic burdens and restraints, or other obnoxious measures, on a people fast becoming able to offer successful resistance and assume the responsibilities of independent government. This is as true of nations as of individuals.
- 8th. Examine the portraits of Page, Habersham, Mason, Henry, Rutledge, and others shown in same plates.

## V. QUESTIONS:

1. Name the essential elements of strength in the growth of the British colonies.
2. Why were the colonies isolated one from another?
3. What were the characteristics of life in Virginia? North Carolina? South Carolina? Georgia?
4. Of what importance were the labors of Whitefield and the Wesleys?
5. State the causes and conditions which gradually developed a distinctly American sentiment among the English colonists.
6. What is the essential significance of the Virginia Resolutions?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- B. FISKE, *The American Revolution*, Ch. I.
- C. CHANNING, Vol. II, Chs. XV-XVII.
- D. *Amer. Nation*, Vols. VI, Chs. XII-XVIII; VIII, Chs. I-XII.
- E. AVERY, Vols. III, Chs. XI, XII, XVI, XXV; V, Chs. I-III.
- F. "*Contemporaries*," Vol. II, Chs. V-XI, XVI.
- G. HILDRETH, Chs. XXV, XXVIII, XXIX.
- H. BANCROFT, Vol. II, P. II, Chs. I, VI; Vol. III, Chs. V-XII, XXXIII.

### SPECIAL

16. DOYLE, *English Colonies in America*.
42. HAMILTON, *Colonial Mobile*.
45. LODGE, *English Colonies*.
48. THORPE, *Constitutional History of the United States*.
75. FISHER, *Men, Women and Manners in Colonial Times*.
76. LECKY, *England in the Eighteenth Century*. Chapters on *The American Revolution*.
77. BOGART, *Economic History of the United States*. Traces the progress of agriculture, labor, transportation, commerce and population.
78. TYLER, *History of American Literature During the Colonial Times*.
79. GREEN, *The Provincial Governor*.
80. FROTHINGHAM, *Rise of the Republic*. An important work leading up from early colonial times.
81. *Amer. Statesmen: Washington, Patrick Henry, Marshall, Jefferson*. (See Note.)

# SUPPLEMENTAL

BRYANT AND GAY, Vol. III, Ch. XIII.

ANDERSON, *History of the Colonial Church.*

*Journal of Jacob Fithian.*

COMMONS (et. al., editors), *Documentary History of American Industrial Society*, Vol. I.

BEER, *Commercial Policy of England toward the American Colonies.* The best work on the subject.

HOWARD, *Introduction to Local Constitutional History.*

STEDMAN AND HUTCHINSON, *Library of American Literature*, Vols. I and II.

McKINLEY, *Suffrage Franchise in the Thirteen Colonies.*

LALOR, *Cyclopaedia of Pol. Sc.*, etc.

*Epochs of American History.*

*The South in the Building of the Nation.*

## NOTE

74. *American Statesmen.* A standard series of biographies of famous Americans. The authors of the 32 volumes are, in the main, able writers. The biographies are of:

*Franklin.*

*Adams, Sam'l.*

*Henry, Patrick*

*Washington.*

*Adams, John.*

*Hamilton.*

*Morris, G.*

*Jay.*

*Marshall*

*Jefferson.*

*Madison.*

*Gallatin.*

*Monroe.*

*Adams, J. Q.*

*Randolph.*

*Jackson, And.*

*Van Buren.*

*Clay.*

*Webster.*

*Calhoun.*

*Benton.*

*Cass.*

*Lincoln.*

*Sevard.*

*Chase.*

*Adams, C. F.*

*Sumner.*

*Stevens.*

*Blaine.*

*Sherman.*

*Grant.*

*McKinley.*





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## **Reference and Instruction Guide**

### SUBJECT

THE COLONIZATION OF THE MID-  
DLE STATES AND MARYLAND

*Period: 1609-1769*

### TOPICS

- No. 16. Early Dutch and Swedish Settlements in America.
17. The early relations of the Dutch, Swedes and English on the Delaware; Dutch Conquest of New Sweden.
18. English Conquest and Rule of New Netherland.
19. (a) Migration of the oppressed to America.  
(b) The Settlement of Maryland.
20. (a) The Evolution of New Jersey.  
(b) Penn's "Holy Experiment."
21. The Revolution of 1638, and the Middle Colonies after the flight of James II.
22. The Growth of the Middle Colonies from 1714 to 1754.
23. The Middle Colonies from the beginning of the French and Indian War to the first stages of the Revolution.





## TOPIC 16

### EARLY DUTCH AND SWEDISH SETTLEMENTS IN AMERICA

#### I. SUBJECTS—Syllabus:

- 1609-1647
- A, B, 35      *a* Holland, the Queen of Commerce, A. D. 1600.
- A, B, C, 35, 36 *b* The Dutch East India and West India Companies.
- B, E, 5, 34, 37      *c* Hudson's explorations; the trading posts established in the Hudson Valley.
- B, C, 16, 35, 36      *d* The Walloons settlement on Staten Island; the purchase of Manhattan.
- B, 15, 16, 35, 36 *e* The difficulties of the Dutch with the Indians and the English settlers.
- B, H, 15, 36, 44 *f* The charter of Privileges and Exemptions; the results of abolishing the trading monopoly.
- B, 15, 35, 36, 44 *g* The career of director Kieft.
- 1623-1647
- A, B, C, 35, 36      *h* The settlement of the Dutch on the Delaware.
- A, B, 35, 36, 83      *i* The Swedish settlements on the Delaware.
- B, 35, 36, 83      *j* The activities of William Usselinckx and Peter Minit.
- B, 35, 36      *k* The Dutch colonists under Swedish rule.
- B, 35, 36, 38, 84      *l* English attempts at settlement on the Delaware.
- A, B, 36, 82, 83      *m* The clash of the Dutch and Swedes on the Delaware.
- B, 15, 35, 36, 82 *n* The oppressive policy of Peter Stuyvesant.

#### II. SELECTED READING:

JONES, *Colonization of the Middle States* (IV), Chs. I, II.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. VII.

HAMILTON, *Colonization of the South* (III), Ch. IV.

JAMES, *Colonization of New England* (V), Ch. I.

MUNRO, *Canada* (XI), Ch. II.

#### IV. SUGGESTIONS—Instruction:

- 1st. Read the Introduction and Preface, and constantly consult the Chronological Table and the Index (Vol. XX) while pursuing the readings cited in the eight topics on the colonization of the Middle States and Maryland. Make comparisons also with the chronological tables in the volumes on the colonization of the South and New England.
- 2nd. Commercial supremacy means national power. Holland falls heir to Spain's supremacy in trade (1600), and, under the stimulus of the prosperity, plans and plants colonies in America; hence New Netherland. Get clearly in mind the significance of commercial power as an international element (European politics) at this time, the first half of the seventeenth century.
- 3rd. The English and Dutch were bound to clash in the Hudson and Connecticut valleys. The Dutch established forts to protect their trade. The element of agriculture was subordinated by the Dutch to that of Indian barter and trade—the policy of the French in Canada. Note particularly (as now considered) the limitations of the charter of Privileges and Exemptions.
- 4th. The Dutch pushed colonization in the Delaware Valley, and Sweden, affected like its neighbors by aspiration for place and power, projected a colonial scheme for New Sweden in America. Get the geography clearly in mind. Notice the points of resemblance and of difference in the Swedish and Dutch schemes and why these two peoples came to war along the Delaware. Consider the religious differences and clash of commercial interests. Such differences often cause war.
- 5th. Consult maps of New Sweden, Manhattan, New Amsterdam and early German map, Vol. IV. Compare with Ethnological map B, Vol. II; Migrations map, Vol. XIX; Eastern Railroad map, Vol. XVIII. (See illustration: Manhattan Island purchased for sixty guilders.

#### V. QUESTIONS:

1. How were the Dutch, by race, numbers, ideas, and power, prepared to become a successful colonizing nation?
2. Give an account of the two Dutch Companies, the East India and the West India, and the results that followed the organization of them.

### QUESTIONS—Continued.

3. What permanent results followed Dutch acquisition of Manhattan?
4. Why did the Swedes come to the Delaware Valley? Had they a right to come?
5. What was the economic policy of the Dutch in American colonization?
6. Why did the Dutch not maintain their early advantage?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. IV, Ch. VIII. Dutch, Swedes, Bibliography.
- B. FISKE, *Dutch and Quaker Colonies*, Chs. I-V.
- C. CHANNING, Vol. I, Ch. XVI.
- E. AVERY, Vol. II, Chs. IV, XI.
- F. "Contemporaries," Vol. I, Ch. XXII.
- G. HILDRETH, Ch. V.
- H. BANCROFT, Vol. I, P. II, Chs. XII, XIII.

### SPECIAL

5. *Original Narratives: New Netherland.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies.*
19. *Handbook of American Indians.*
34. READ, *Henry Hudson.*
35. BRODHEAD, *History of New York.*
36. O'CALLAGHAN, *New Netherland.*
37. ARBER, *Henry Hudson the Navigator.*
44. *Amer. Commonwealths: New York; New Jersey.*
45. LODGE, *English Colonies.*
82. TUCKERMAN, *Peter Stuyvesant*, in *Makers of America.*
83. JOHNSON, *Swedish Settlements on the Delaware.*
84. LEVERMORE, *The Republic of New Haven.*

### SUPPLEMENTAL

THORPE, *Charters and Constitutions.* For early charters. *Documents Relating to the Colonial History of the State of New York.* (15 vols.)

New York Historical Society, *Collections.*

*The Duke of York's Book of Laws.*

FERRIS, *Original Settlements on the Delaware.*

NEILL, *English Colonization in America.*

BRYANT AND GAY, Vol. I, Chs. XIII, XVII.

JAMESON, *Willem Usselinx.*

## TOPIC 17

### THE EARLY RELATIONS OF THE DUTCH, SWEDES, AND ENGLISH ON THE DELAWARE; DUTCH CONQUEST OF NEW SWEDEN

#### I. SUBJECTS—Syllabus:

1621-1647

- A, B, C, H, 86    *a* The struggle between the Dutch, Swedes and English on the Delaware as a reflection of political strife and conditions in Europe; England's rise to first place as a world-power.
- B, C, 15, 16, 36    *b* The confusion of charters and land grants in America; cause; test of ownership.
- B, E, 35, 36, 84    *c* The successive steps in the "clash of nationalities on the Delaware"; religious differences, trade competition and social animosities.

1623-1655

- B, H, 86    *d* The love of ever-increasing territory as the dominating principle of European politics.
- B, H, 86    *e* The uniting of Protestant nations in Europe, despite differences, because of their fear of the Roman Catholic nations.
- B, 16, 35, 36, 45    *f* The reasons for delay in the outbreak of hostilities between the Dutch, Swedes and English in America.

1647-1655

- A, B, 16, 35, 36    *g* The quarrels of the Swedes and Dutch in New Sweden.
- B, 16, 35, 36    *h* Stuyvesant's aggressive policy toward New Sweden.
- B, 16, 35, 36, 44    *i* The military movements of the Dutch against New Sweden; the end of New Sweden.

#### II. SELECTED READING:

JONES, *Colonization of the Middle States* (IV), Chs. III-V.

### III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Chs. V, VI.

JAMES, *Colonization of New England* (V), Chs. II-IV.

MUNRO, *Canada* (XI), Ch. III.

### IV. SUGGESTIONS—Instruction:

1st. The dispute in America between the Swedes and Dutch was chiefly one of right to occupancy of land, the Dutch claiming the prior right by reason of Hudson's voyage and discovery. The Swedes were trespassers, in Dutch eyes, unless they swore allegiance to the Dutch; hence the war. Outline carefully the successive steps in the clash of nationalities on the Delaware. National supremacy in America rested with the European power which should plant the most men and women in the territory, and there secure them homes. The test of ownership was the actual possession and occupancy of the land.

2nd. A more or less common Protestantism restrained the Dutch, Swedes and English from war over the region from Maryland to New England. Get clearly in mind the significance of the discussion as between the Protestant and Roman Catholic nations of Europe.

3rd. Note that the local government of New Netherland was illiberal, paternal and tyrannical, rather than popular; consequently, there were repeated popular demands for a "charter of rights"; one is granted, but notice its limitations.

4th. For the conquest of New Sweden, consult the maps covering the territory which have been previously cited.

### V. QUESTIONS:

1. What first claim to the region (New Sweden) had the Dutch, if any?
2. Had the English a better claim than either the Dutch or the Swedes? Explain.
3. What was essentially the cause of discontent in the government of New Netherland?
4. What was the character of the Dutch governors of New York?
5. Explain the significance of "unity of faith" as a bond of peace among the Dutch, the Swedes and the English (Holland, Sweden, England).
6. Why was the Dutch conquest of New Sweden (1647-1655) inevitable? What did the Swedes lose and gain?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. IV, Ch. IX and Bibliography.
- B. FISKE, *Dutch and Quaker Colonies*, Ch. VIII.
- C. CHANNING, Vol. I, Ch. XVII.
- E. AVERY, Vol. II, Ch. XII.
- F. "Contemporaries," Vol. I, Ch. XXIV.
- G. HILDRETH, Ch. XIII.
- H. BANCROFT, Vol. I, P. II, Chs. XII, XIII.

### SPECIAL

- 15. OSGOOD, *The American Colonies in the Seventeenth Century*.
- 16. DOYLE, *English Colonies*.
- 35. BRODHEAD, *History of New York*.
- 36. O'CALLAGHAN, *New Netherland*.
- 44. *Amer. Commonwealths: New Jersey*.
- 45. LODGE, *English Colonies*.
- 84. LEVERMORE, *Republic of New Haven*.
- 85. LEE, *History of New Jersey*. See as to Swedes and Dutch.
- 86. GREEN, *History of the English People*. Topics on the Reformation; Holland colonies.

### SUPPLEMENTAL

- McKINLEY, *Suffrage Franchise in the Thirteen Colonies*.  
See early New York (Long Island) and New Jersey Swedes.
- O'CALLAGHAN, *Documentary History of New York*.
- SMITH, *History of the Colony of Nova Caesaria or New Jersey*.
- FERRIS, *Original Settlements on the Delaware*.
- NEILL, *English Colonization of America*.
- New Jersey Archives*.
- Documents Relating to the Colonial History of the State of New York*.
- BRYANT AND GAY, Vol. I, Ch. XVII.



## TOPIC 18

### ENGLISH CONQUEST AND RULE OF NEW NETHERLAND

#### I. SUBJECTS—Syllabus.

1655-1664

- A, B, 15, 87, 88 *a* The first Navigation (British Tariff) Act, the beginning of a new commercial era which led to American independence a century and a quarter later.
- B, C, D, 81 *b* The war between Holland and England following commercial rivalry—Holland powerful by sea, but weak in its American colony.
- B, 16, 35, 36, 82 *c* The quarrels between the Dutch colonies in New Netherland and the English; the administration of Stuyvesant.
- B, D, 36, 82, 89 *d* The disputes between New Netherland and New England.
- B, C, 15, 16, 86 *e* England's plan to acquire New Netherland following the death of Cromwell and the restoration of the Stuarts.
- B, F, H, 35, 36 *f* The Duke of York's expedition against New Netherland; its surrender to the English.

1664-1685.

- B, E, H, 16, 44 *g* The changing of the name of New Netherland to New York; the Duke of York's laws; the Peace of Breda.
- B, 16, 35, 44, 45 *h* The recapture of New York by the Dutch; its restoration to the English.
- D, 12, 16, 25, 35 *i* The effect of the hostility of the Iroquois (Five Nations) on the affairs of New York.
- C, D, 15, 16, 35 *j* The effect of the death of Charles II on the political conditions of New York.
- C, D, 15, 16, 35 *k* The recognition of popular rights in New York; the demand and grant of a legislative assembly.
- B, H, 15, 16, 35 *l* The Charter of Liberty and Privileges.

## II. SELECTED READING:

JONES, *Colonization of the Middle States* (IV), Chs. VI, VII.

## III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. VII.

JAMES, *Colonization of New England* (V), Chs. IX-XV.

MUNRO, *Canada* (XI), Ch. V.

McGEE, *Prehistoric N. Amer.* (XIX), Ch. XV.

## IV. SUGGESTIONS—Instruction:

- 1st. Notice the domination of colonies in America (Dutch, English) by European politics, induced by commercial rivalry.
- 2nd. Note the causes leading to the acquisition of New Netherland by England: (1) title, (2) trade, (3) favoritism of Charles II, (4) English-European politics, (5) growing supremacy of England in Europe.
- 3rd. Consider whether the democratic results of popular government, "Charter of Liberties and Privileges," etc., were incident to local conditions or to European politics.
- 4th. Consult map of Manhattan and early German map. (See portrait of Stuyvesant.)
- 5th. Read particularly the Collateral History for the portions of the topic relating to New England and the Indians.

## V. QUESTIONS:

1. What causes led to war between Holland and England (1652) and what were the effects in America?
2. What was Cromwell's attitude toward the Dutch?
3. What defense can be made for Stuyvesant's policy?
4. Did England obtain New Netherland justly and fairly? State reasons.
5. What conditions and changes, do you think, indicate that the people of New Netherland were better off under English than Dutch rule?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. III, Ch. X; IV, Ch. VIII.
- B. FISKE, *Dutch and Quaker Colonies*, Chs. V-XI.
- C. CHANNING, Vol. II, Chs. I, II, V.
- D. *Amer. Nation*, Vols. IV, Ch. XVII; V, Chs. V, VI.
- E. AVERY, Vols. II, Ch. XI; III, Ch. IV.
- F. "*Contemporaries*," Vol. I, Ch. XXIII.
- G. HILDRETH, Chs. V, XIII, XVII.
- H. BANCROFT, Vol. I, P. II, Chs. XIII, XIV.

### SPECIAL

- 5. *Original Narratives: New Netherland*.
- 12. *Trail Makers: The Five Indian Nations*.
- 15. OSGOOD, *The American Colonies in the Seventeenth Century*.
- 16. DOYLE, *English Colonies*.
- 19. *Handbook of American Indians*.
- 25. PARKMAN, *Frontenac and New France*.
- 35. BRODHEAD, *History of New York*.
- 36. O'CALLAGHAN, *New Netherland*.
- 44. *Amer. Commonwealths: New York*.
- 45. LODGE, *English Colonies*.
- 48. THORPE, *Constitutional History of the United States*.
- 82. TUCKERMAN, *Peter Stuyvesant*, in *Makers of America*.
- 86. GREEN, *History of the English People*.
- 87. BEER, *Origins of the British Colonial System*.
- 88. EGERTON, *Short History of British Colonial Policy*.
- 89. PALFREY, *History of New England*.

### SUPPLEMENTAL

- McKINLEY, *Suffrage Franchise in the Thirteen Colonies*.  
Long Island, New York.
- The Duke of York's Book of Laws*.
- THORPE, *Charters and Constitutions*.
- CURTIS, *Constitutional History of the United States*.
- New York Historical Society, *Collections*.
- Documents Relating to the Colonial History of the State of New York*.
- BRYANT AND GAY, Vols. I, Ch. XVI; II, Chs. VI-VIII, X, XI, XIV.

## TOPIC 19

- a. MIGRATION OF THE OPPRESSED TO AMERICA
- b. THE SETTLEMENT OF MARYLAND

### I. SUBJECT—Syllabus:

1620-1755

The emigration to America as a refuge for peoples oppressed by religious persecutions:

- B, D, 16, 40, 45 a From France: the *Walloons* to the Hudson Valley; the *Huguenots* to New York, Maryland, the Carolinas and Georgia.
- B, D, 16, 90, 98 b From England: the *Puritans* to New England, New Netherland (New Jersey) and Maryland; the Friends (called *Quakers* by their enemies) to New England, New Netherland, Maryland, New Jersey, but to Pennsylvania principally; the *Roman Catholics* to Maryland, later to New York and Pennsylvania.
- D, 45, 94, 95 c From Germany: the *Mennonites* and *Lutherans* to Pennsylvania; the *Palatines* (German Protestants) to the Hudson and Mohawk valleys, Maryland and Pennsylvania (sometimes called the "Pennsylvania Dutch"); the *Moravians* to Georgia, Pennsylvania (Bethlehem, Nazareth), later in Ohio, Indiana, Maryland and Virginia; the *Tunkers* (Dunkards) to Pennsylvania (Germanstown).
- B, D, 16, 45 d From Italy: the *Waldensians* to New York, Pennsylvania.
- B, D, 16, 45 e From Holland: the *Labadists* to New York, Pennsylvania and Maryland; the *Jews* (also from England, Germany, Switzerland and France) to New York and Philadelphia principally, but also to other seaports.
- D, E, H, 45 f From Nova Scotia (Acadia): the *Acadians* (mostly French Roman Catholics) to New Orleans and the English colonies generally.

- B, 15, 16, 93, 98 g Lord Baltimore's experiment of an "asylum for conscience."  
 D, 15, 16, 96, 97 h The beginnings of Maryland.  
 B, D, 96, 97, 98 i Claiborne's rebellion.  
 D, 15, 16, 96, 97 j The changes in the government of Maryland.  
 D, 15, 16, 96, 98 k The "Act of Toleration;" its repeal; the regime of religious intolerance; the Toleration Act made perpetual.  
 D, 16, 96, 97 l Maryland boundary disputes.

## II. SELECTED READING:

JONES, *Colonization of the Middle States and Maryland* (IV), Chs. VIII, IX.

## III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. IV.

HAMILTON, *Colonization of the South* (III), Ch. VII.

JAMES, *Colonization of New England* (V), Chs. V-VIII.

MUNRO, *Canada* (XI), Ch. XIX.

## IV. SUGGESTIONS—Instruction:

- 1st. Get clearly in mind the origin of the persecuted sects, their history and character, the localities in which they settled in America, and what elements of strength they added to the colonies.
- 2nd. Read the Collateral History with reference particularly to the migration of religious sects.
- 3rd. Note the early career of George Calvert (First Lord Baltimore) and his influence; also the feudal character of the Maryland charter, and the relation of the proprietor to land holding. The contest between the proprietor and the Maryland Assembly did not end until the Revolution.
- 4th. Learn the cause of Lord Baltimore's troubles in Maryland.
- 5th. Get as clearly as possible the boundaries of Maryland as claimed by Lord Baltimore. Refer to Maryland Charter (Index, Vol. XX). Consult map of Maryland, Vol. IV; Ethnological map B, Vol. II; Migrations map, Vol. XIX; Railroad maps, Vols. XVII, XVIII.

## V. QUESTIONS:

1. What apology, if any, can be made for the "persecution of sects"?
2. To what extent was this persecution in Europe advantageous to America?
3. What was the Maryland Act of Toleration? When passed? To whom applicable? By what authority made permanent?
4. Was Maryland the first colony to permit religious freedom? Explain.
5. What was the real cause of difficulty between Lord Baltimore and Claiborne?
6. Of what importance was the boundary dispute between Pennsylvania and Maryland? How did it originally arise?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Ch. XIII. Consult Bibliography and Indexes.
- B. FISKE, *Old Virginia and Her Neighbors*, Chs. VIII, IX, XIII; *Dutch and Quaker Colonies*, Ch. XVII.
- C. CHANNING, Vols. I, Ch. IX; II, Ch. XIV.
- D. *Amer. Nation*, Vols. I, Chs. IX-XI; IV, Chs. VII, VIII; V, Ch. XV.
- E. AVERY, Vols. II, Ch. X; III, Ch. III.
- F. "*Contemporaries*," Vol. I, Chs. VIII, XI, XIII.
- G. HILDRETH, Chs. VIII, XI, XV.
- H. BANCROFT, Vols. I, Chs. X, XI; II, Chs. IX, XV, XX.

### SPECIAL

5. *Original Narratives: Maryland.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies.*
40. BAIRD, *Huguenot Emigration.*
44. *Amer. Commonwealths: Maryland.*
45. LODGE, *English Colonies.*
90. BOWDEN, *History of Friends in America.*
91. BESSE, *Sufferings of the People called Quakers.* (See Note.)
92. DAVIS, *Day-Star of American Freedom.* Maryland.



SPECIAL—Continued.

93. BROWNE, *George and Cecilius Calvert, Barons Baltimore of Baltimore*, in *Makers of America*.
94. COBB, *Story of the Palatines*.
95. FAUST, *German Element in the United States*.
96. MCSHERRY, *History of Maryland*.
97. SCHARF, *History of Maryland*.
98. RUSSELL, *Maryland the Land of Sanctuary*.
99. HUGHES, *History of the Society of Jesus in North America*.

SUPPLEMENTAL

- HAZARD, *History of Pennsylvania*. Maryland-Pennsylvania affairs.
- Maryland Historical Society, *Publications; Calvert Papers*, etc.
- CLARKE, *The Puritan Controversy in Maryland*, in *The Catholic World* (Dec., 1875, Oct., 1883).
- Johns Hopkins University Studies*. Consult pamphlets on *Church and State in Maryland, Maryland Manors, Relations of Virginia and Maryland*, etc.
- Maryland Archives*.
- JOHNSON, *The Foundation of Maryland*.
- BRYANT AND GAY, Vols. I, Chs. XVIII, XIX; II, Ch. IX.
- MCMAHON, *History of Maryland*. A study of government.
- NEILL, *The Founders of Maryland*.
- NEILL, *Maryland Not a Roman Catholic Colony*.
- MERENESS, *Maryland as a Proprietary Colony*. A scientific study.
- FORCE, *Tracts: Maryland and Virginia Boundary; Leah and Rachel*, etc.
- The South in the Building of the Nation*.

NOTE

The various sects dealt with in the topic have the subject of extensive investigation, resulting in many pamphlets, chapters in books and special treatises. The list is very long. At the Historical Society of Pennsylvania, Philadelphia, for instance, may be found numerous records, pamphlets, books, etc., bearing on the subject.



## TOPIC 20

### a. THE EVOLUTION OF NEW JERSEY b. PENN'S "HOLY EXPERIMENT"

#### I. SUBJECTS—Syllabus:

1614-1685

- A, D, E, 16, 85    *a* The settlement of New Jersey.
- B, D, 15, 16, 100    *b* The territorial grant of Nova Caesaria to Berkeley and Carteret.
- D, F, 15, 16, 100    *c* The Concessions and Agreements and the Fundamental Agreement (constitutions); the first New Jersey Assembly.
- B, D, 16, 85    *d* Indian affairs and relations with the New Jersey settlers.
- B, D, 15, 16, 100    *e* The separation of East and West Jersey.
- B, 15, 16    *f* The Jerseys under the Dutch; the restoration to the English.
- B, D, E, 16, 85    *g* The Quaker regime in West Jersey.
- D, 15, 16, 100    *h* New Jersey relations with New York; boundary difficulties.

1681-1685

- B, 86, 102, 103    *i* Religious toleration in England under Cromwell.
- D, 15, 16, 104, 106    *j* Penn's charter—grant of Pennsylvania by James II.
- D, 15, 16, 107, 108    *k* Penn's Frame of Government; the Great Law of Pennsylvania.
- B, H, 16, 104, 107    *l* The founding of Philadelphia.
- B, H, 16, 104, 107    *m* Penn's treaty with the Indians; Indian relations with the Pennsylvania settlers.
- D, 5, 15, 16, 107    *n* The first General Assembly of Pennsylvania: Acts of the Assembly; beginning of struggle for power by the Assembly.
- B, C, D, 107, 108    *o* Immigration to Pennsylvania; conditions in the province (labor, schools, religion, rights, laws).
- D, E, 106, 109    *p* The separation of Delaware from Pennsylvania.

## II. SELECTED READING:

JONES, *Colonization of the Middle States* (IV), Chs. X, XI.

## III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. VI.

HAMILTON, *Colonization of the South* (III), Chs. XII, XIII.

JAMES, *Colonization of New England* (V), Chs. XIV-XVI.

GEER, *The Louisiana Purchase* (VIII), Ch. VI.

MCGEE, *Prehistoric N. Amer.* (XIX), Chs. XVI, XXI.

## IV. SUGGESTIONS—Instruction:

1st. See map of New Sweden, and East and West Jersey map, Vol. IV; Ethnological map B, Vol. II; Migrations map, Vol. XIX; map of the Mississippi region, Vol. VIII; Eastern Railroad map, Vol. XVIII. Get clearly in mind the different territorial claims of European nations in America in the sixteenth and seventeenth centuries (English, Dutch, Swedish), and the overlapping land grants. Notice the migration to New Jersey and New England.

2nd. Get as clearly as you can the Duke of York's relations with New Jersey; also the facts respecting the Fundamental Principles of Government.

3rd. Examine into the causes for separation into East and West Jersey (observe the map).

4th. Get clearly in mind the Dutch influence in New Jersey; note Penn's entrance into New Jersey matters and the main features of Quaker government in New Jersey.

5th. Get clearly the relations of New Jersey to the province of New York.

6th. The protectorate of Cromwell is the beginning of religious toleration in England, and practically in America.

7th. Follow carefully the career of Penn and his liberal work in founding Pennsylvania; also make an abstract of his principles of government as derivable from his character, his "Frame of Government" and the "Great Law." (See portraits of William and Hannah Penn, Penn's "Armor" portrait, and fac-similes from Penn's *Frame of Government*.)

8th. The province of Pennsylvania contained a diverse population. Note the nationalities and sects; also the democratic movement started from the inception of the province.

## V. QUESTIONS:

1. What principles of government were outlined in the "Concessions and Agreements"?
2. What evidence exists to-day of an East Jersey and West Jersey?
3. Why was New Jersey so varied in its local interests, and seemingly lacking in social and political unity and cohesion? Did its diverse population conduce to dissensions, unity, toleration, material prosperity? Explain.
4. How did the founding of Pennsylvania differ from that of other English colonies?
5. Compare New York, New Jersey and Pennsylvania as provinces, down to 1685.
6. What were the opportunities open to youth in life, wealth, honor, etc., in these colonies? Were they more or less than to-day?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Chs. XI, XII.
- B. FISKE, *Dutch and Quaker Colonies*, Chs. VIII, XII.
- C. CHANNING, Vol. II, Chs. II, IV.
- D. *Amer. Nation*, Vol. V, Chs. VII, VIII, XI.
- E. AVERY, Vol. III, Ch. VI.
- F. "Contemporaries," Vol. I, Chs. XXIV, XXV.
- G. HILDRETH, Ch. XVII.
- H. BANCROFT, Vol. I, P. II, Chs. XIV-XVI.

### SPECIAL

5. *Original Narratives: Pennsylvania.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies.* New Jersey, Pennsylvania, Delaware.
44. *Amer. Commonwealths: New Jersey, Pennsylvania.*
45. LODGE, *English Colonies.*
48. THORPE, *Constitutional History of the United States.*
85. LEE, *History of New Jersey.*
86. GREEN, *History of the English People.*
89. PALFREY, *History of New England.*
90. BOWDEN, *History of Friends in America.*
91. BESSE, *Sufferings of the People Called Quakers.*
100. TANNER, *The Province of New Jersey.*
101. MELLICK, *The Story of an Old Farm.* New Jersey Life.
102. CARLYLE, *Cromwell.*

SPECIAL—Continued.

103. MACAULAY, *History of England*.  
104. JANNEY, *Life of Penn.*  
105. EGGLE, *History of Pennsylvania*.  
106. FISHER, *The Making of Pennsylvania*.  
107. FISHER, *History of Pennsylvania*.  
108. SHARPLESS, *Quaker Government in Pennsylvania*.  
109. CONRAD, *History of Delaware*.

SUPPLEMENTAL

SMITH, *History of the Colony of Nova Caesaria, or New Jersey*.

*New Jersey Archives*.

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HAZARD, *Annals*. Pennsylvania.

*Pennsylvania Magazine of History and Biography*. The storehouse for the local history of the Middle colonies.

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*The Duke of York's Book of Laws*.

CURTIS, *Constitutional History of the United States*.

PROUD, *History of Pennsylvania*.

The Historical Society of Pennsylvania, *Memoirs*.

SHEPHERD, *History of Proprietary Government in Pennsylvania*.

MACDONALD, *Select Charters and Other Documents Illustrative of American History*. For Penn's "Frame of Government."

BRYANT AND GAY, Vol. II, Ch. XX.

## TOPIC 21

### THE REVOLUTION OF 1688, AND THE MIDDLE COLONIES AFTER THE FLIGHT OF JAMES II

#### I. SUBJECTS—Syllabus:

- 1685-1691
- A, C, 88, 100, 103 *a* European politics as a factor in determining the policy of England toward the American colonies.
- B, 16, 25, 35 *b* The plan of Louis XIV to overthrow New York; the beginning of the end of French power in America.
- C, D, 15, 16, 89 *c* The designs of James II in uniting the government of New York, the Jerseys and New England.
- C, D, 15, 16, 89 *d* The administration of Sir Edmund Andros.
- C, F, H, 15, 89 *e* The Revolution of 1688.
- B, F, 15, 16, 35 *f* The career of Jacob Leisler; the Schenectady massacre and its results.
- C, D, 15, 16, 96 *g* The Maryland Revolution; the church of England established.
- 1692-1714
- B, D, 15, 16, 35 *h* The perils of New York (French and Indians).
- C, 15, 16, 104, 109 *i* The adding of Pennsylvania and Delaware to the government of New York; the reinstatement of Penn in his proprietary.
- D, H, 16, 35 *j* The first American Congress (1690); the results (5) of its work.
- B, C, 16, 35 *k* Captain Kidd.
- D, 15, 16, 100 *l* The union of the Jerseys and their consolidation with New York.
- C, D, 15, 16, 88 *m* Maryland as a royal province.
- B, C, 16, 45 *n* The New York negro plot of 1712.

#### II. SELECTED READING:

JONES, *Colonization of the Middle States and Maryland* (IV).  
Chs. XII, XIII.

#### III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Ch. VIII.

JAMES, *Colonization of New England* (V), Chs. XVII-XXI.

#### IV. SUGGESTIONS—Instruction:

- 1st. Study the contemporary map (early German map). Compare with map of the Mississippi region, Vol. VIII, and Eastern Railroad map, Vol. XVIII.
- 2nd. Colonial history is only a part of English and French history; European affairs dominate American.
- 3rd. Religious differences largely explain the course of affairs. Notice the hostility of the colonies to the idea of religious freedom as proposed by James II.
- 4th. Notice that suggestions of colonial union have their origin in the desire for a "common defense." Consider particularly King James' plan, and the dominating idea of the first American Congress.
- 5th. Make a summary of the beliefs common to the people of New England, New York, New Jersey, Pennsylvania, and Maryland. They are few, but fundamental.
- 6th. Observe the steady drift of public sentiment in each colony in favor of increasing the power of the Assembly.
- 7th. The career of the notorious Captain Kidd is evidence of the state of civilization at this time.
- 8th. The colonies are brought more and more under the crown as royal provinces. Note why and the results.

#### V. QUESTIONS:

1. Of what great international conflict were the affairs of the American colonies a part, 1685-1714?
2. What defense can be made for the policy of James II toward the colonies?
3. What were the results in America of the English Revolution of 1688 (The Glorious Revolution)?
4. Of what importance was the first American Congress?
5. Why has the name of Captain Kidd survived so long and so familiarly?

#### VI. CONTEMPORARY REFERENCES—Bibliography:

##### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. V, Ch. III.
- B. FISKE, *Dutch and Quaker Colonies*, Ch. XIII.
- C. CHANNING, Vol. II, Chs. VII, VIII.
- D. *Amer. Nation*, Vols. V, Chs. XII, XVII-XIX; VI, Chs. I-X.
- E. AVERY, Vol. III, Chs. III-VI, X, XV-XVIII.
- F. "Contemporaries," Vols. I, Ch. XXVI; II, Ch. IV.
- G. HILDRETH, Chs. XVIII, XX-XXII.
- H. BANCROFT, Vol. I, P. II, Chs. XVII-XIX; Vol. II, Ch. II.



#### SPECIAL

5. *Original Narratives: The Insurrection of 1688.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies.*
25. PARKMAN, *Frontenac and New France.*
33. KINGSFORD, *History of Canada.*
35. BRODHEAD, *History of New York.*
44. *Amer. Commonwealths: New York, New Jersey, Pennsylvania, Maryland.*
45. LODGE, *English Colonies.*
86. GREENE, *History of the English People.*
88. EGERTON, *Short History of British Colonial Policy.*
89. PALFREY, *History of New England.*
96. MCSHERRY, *History of Maryland.*
97. SCHARE, *History of Maryland.*
100. TANNER, *The Province of New Jersey.*
103. MACAULAY, *History of England.* The great history of the Revolution of 1688.
104. JANNEY, *Life of Penn.*
105. EGLE, *History of Pennsylvania.*
109. CONRAD, *History of Delaware.*

#### SUPPLEMENTAL

- THORPE, *Charters and Constitutions.* For colonial charters.  
*New Jersey Archives.*  
 New Jersey Historical Society, *Collections.*  
*Pennsylvania Magazine of History and Biography.* A mine of material.
- HAZARD, *Reports of Pennsylvania.*  
*The South in the Building of the Nation.*  
 New York Historical Society, *Collections.*  
*Documents Relating to the Colonial History of the State of New York.*  
 Maryland Historical Society, *Publications.*  
*Maryland Archives.*  
 BRYANT AND GAY, Vol. III, Chs. I-III, VII.



## TOPIC 22

### THE GROWTH OF THE MIDDLE COLONIES FROM 1714 TO 1754

#### I. SUBJECTS—Syllabus:

##### NEW YORK

- |                 |          |  |
|-----------------|----------|--|
| A, D, 16, 45    | <i>a</i> | The solid growth of colonial New York.   |
| C, D, H, 16, 44 | <i>b</i> | The struggle for popular rights; the Zenger libel; the triumph of the freedom of the press.  |
| C, D, H, 16, 44 | <i>c</i> | King George's War (a chapter in the conflict between England and France for control of North America), the Peace of Aix-la-Chapelle. |
| C, D, 16, 45    | <i>d</i> | The founding of King's College (Columbia University).  |

##### NEW JERSEY

- |                   |          |  |
|-------------------|----------|--|
| D, E, 16, 85, 100 | <i>e</i> | The separation of New Jersey from New York.  |
| 16, 85, 110       | <i>f</i> | The rapid changes of administrations in New Jersey.  |
| D, E, 44, 85      | <i>g</i> | The preliminary influences (Dutch, English, French) in colonial New Jersey.  |
| D, 45, 85, 101    | <i>h</i> | Colonial life in New Jersey; the general good feeling and prosperity; the founding of the college of New Jersey (Princeton) and Queen's College (Rutgers). |

##### PENNSYLVANIA

- |                    |          |   |
|--------------------|----------|---|
| B, D, 16, 104, 107 | <i>i</i> | The death of William Penn; his character and work; the state of the commonwealth. |
| D, 16, 107         | <i>j</i> | Administration of Governor Keith; his democratic influence.                       |
| C, D, H, 16, 107   | <i>k</i> | Benjamin Franklin—a power in Pennsylvania.  |
| C, D, H, 16        | <i>l</i> | The invasion of Pennsylvania by the French  |

##### MARYLAND

- |                   |          |  |
|-------------------|----------|--|
| D, 16, 96, 97, 98 | <i>m</i> | The measures used against the Roman Catholics in Maryland. |
| D, 96, 97, 98     | <i>n</i> | The founding of Baltimore.                                 |
| D, 15, 16, 96, 97 | <i>o</i> | Boundary conflicts between Maryland and Pennsylvania       |
| D, 16, 45, 97     | <i>p</i> | Conditions in Maryland in 1754.                            |

## II. SELECTED READING:

JONES, *Colonization of the Middle States and Maryland* (IV), Chs. XIV-XVII.

## III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Chs. VI, VII, XI.

HAMILTON, *Colonization of the South* (III), Chs. VIII, XI-XIII, XV-XIX.

JAMES, *Colonization of New England* (V), Chs. XXII, XXIII.

GEER, *The Louisiana Purchase* (VIII), Ch. I.

MUNRO, *Canada* (XI), Ch. VII.

## IV. SUGGESTIONS—Instruction:

- 1st. Follow closely the famous libel case of Zenger, and notice the significance of the verdict in the case—"freedom of the press."
- 2nd. Note particularly the relations between New York and the Jerseys; also the effect of the diverse national life in New Jersey on its development.
- 3rd. Note the causes of the constant friction in Pennsylvania between the assembly and the governor.
- 4th. Observe the career of Franklin, as thus far given.
- 5th. Notice the progress of the people of all four colonies in material comfort and general intelligence, despite the difficulties of which complaint was made.
- 6th. Consult the following maps: Early German map and Frontiers map, Vol. IV; map of the Mississippi region, Vol. VIII. (See illustrations: Proclamation; two "Scandalous songs"; King William's broadside; Proclamation against swearing; Early paper currency; portraits of John and Richard Penn; Paca and Carroll.)

## V. QUESTIONS:

1. State the Zenger case and its results.
2. What colleges were founded in the Middle colonies during the period (1714-1754)?
3. What was the influence of the Dutch on the colonial life of New Jersey? Of the English and French?
4. What is your estimate of William Penn and his work?
5. Compare colonial life in Maryland with that in Pennsylvania, New York and New Jersey.

## VI. CONTEMPORARY REFERENCES—Bibliography :

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. V, Chs. III, IV.
- B. FISKE, *Dutch and Quaker Colonies*, Chs. XIV-XVI.
- C. CHANNING, Vol. II, Chs. XI, XIII, XV-XVII.
- D. *Amer. Nation*, Vol. VI, Chs. XI-XVIII.
- E. AVERY, Vol. III, Chs. XXV, XXVI.
- F. "Contemporaries," Vol. II, Chs. IV, X, XIII.
- G. HILDRETH, Chs. XXIII-XXV.
- H. BANCROFT, Vol. II, Ch. XV, P. II, Chs. I-VI.

### SPECIAL

- 16. DOYLE, *English Colonies*.
- 33. KINGSFORD, *History of Canada*.
- 35. BRODHEAD, *History of New York*.
- 44. *Amer. Commonwealths: New York, New Jersey, Pennsylvania, Maryland*.
- 45. LODGE, *English Colonies*.
- 85. LEE, *History of New Jersey*.
- 96. MCSHERRY, *History of Maryland*.
- 97. SCHARF, *History of Maryland*.
- 98. RUSSELL, *Maryland the Land of Sanctuary*.
- 100. TANNER, *The Province of New Jersey*.
- 101. MELICK, *The Story of an Old Farm*.
- 104. JANNEY, *Life of Penn.*
- 107. FISHER, *History of Pennsylvania*.
- 109. CONRAD, *History of Delaware*.
- 110. FISHER, *New Jersey at a Royal Province*.

### SUPPLEMENTAL

- HOWELL, *State Trials*. Case of Zenger.
- New York Historical Society, *Collections*.
- New Jersey Archives*.
- New Jersey Historical Society, *Collections*.
- PROUD, *History of Pennsylvania*.
- HAZARD, *Reports of Pennsylvania*.
- The Historical Society of Pennsylvania, *Memoirs*.
- Pennsylvania Magazine of History and Biography*.
- Maryland Archives*.
- Maryland Historical Society, *Publications*.
- MERENESS, *Maryland as a Proprietary Colony*.
- BRYANT AND GAY, Vol. III, Ch. IX.
- FORCE, *Tracts*.

## TOPIC 23

### THE MIDDLE COLONIES FROM THE BEGINNING OF THE FRENCH AND INDIAN WAR TO THE FIRST STAGES OF THE REVOLUTION

#### I. SUBJECTS—Syllabus:

- 1754-1763
- A, C, 70, 71, 74 *a* The Peace of Aix-la-Chapelle (1748) as a truce (only) in the final struggle for control of North America yet to be made.
- C, D, III, II2, II3 *b* The Albany Convention; the plan for a federal union of the American colonies; reasons for its rejection.
- C, D, 16, 71, 74 *c* The war between France and Great Britain; the plan of the British conquest of New France (Canada).
- E, H, 71, 74, II4 *d* The military incidents of the French and Indian War; Braddock's expedition; the capture of Fort Duquesne; the battle of Crown Point; the massacre of Fort William Henry; the capture of Louisburg; the battle of Ticonderoga; the capture of Fort Frontenac; the surrender of Quebec; the death of Montcalm and Wolfe.
- H, 16, 71, 74, II4 *e* The interest and participation of the American colonies in the French and Indian War.
- C, D, 16, 71, 74 *f* The ending of French power in America; the Treaty of Paris (1763).
- C, D, 16 *g* Mason and Dixon's Line.
- 1763-1769
- D, H, 76, 80, II4 *h* The Anglo-French-Indian War debt; Parliamentary aggression to collect it (in part) from the American colonies.
- D, H, 76, 80, 81 *i* The Stamp Act; its reception in America; the Sons of Liberty.
- D, E, H, 80, 81 *j* The Stamp Act Congress.

# SUBJECTS—Continued.

- D, E, G, H, 80     *k* The non-importation agreements.  
D, E, H, 80     *l* The principles advocated by the American colonies as set forth by the Maryland Assembly.  
D, E, H, 76, 80     *m* The repeal of the Stamp Act; the Declaratory Act.  
76, 86, 114     *n* The importance of the Stamp Act in English history.

## II. SELECTED READING:

JONES, *Colonization of the Middle States and Maryland* (IV), Chs. XVIII, XIX.

## III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. XI.

HAMILTON, *Colonization of the South* (III), Chs. XVIII-XXIV.

JAMES, *Colonization of New England* (V), Chs. XXIII, XXIV

VEDITZ, *The Revolution* (VI), Chs. I-IV.

MUNRO, *Canada* (XI), Chs. VII-IX.

## IV. SUGGESTIONS—Instruction:

- 1st. Events had been moving for a century and a half toward the decision of the great question: which power shall control North America, English or French, the Teutonic or the Latin people? Observe why the Ohio Valley was the inevitable ground where the final struggle should begin. Consult map of the Frontiers, Vol. IV; Map of the St. Lawrence, Vol. XI; Expansion map, Vol. XV.
- 2nd. William Pitt solved the problem. Quebec fell and New France (Canada) became British territory. Get well in mind the steps and incidents leading to the final solution of the problem. Read carefully the Collateral History citations on this subject—the French and Indian War. (See Hendrick portrait.)
- 3rd. The American colonies were elements in the long contest. England looked upon the conflict as for the protection and prosperity of the colonies; but the colonists looked upon it as an English (imperial) problem, not appreciating its significance to themselves. But American independence was not then thought of.

- 4th. The colonies vigorously resisted the burden of contributing to the expense of the war and therefore opposed the Stamp Act (an indirect tax). It was repealed as bad politics on the part of the English, and not as an *invasion of the rights of the colonists*. Read the Maryland resolutions. England did not understand the temper of the colonies. The people of America did not as yet know themselves, nor comprehend the great economic movement which was sweeping them toward independence. Compare the attitude toward England of the Middle colonies with the New England and Southern colonies. (Collateral History refs.) (See Morris portrait.)
- 5th. The second division of this topic should be considered in an introductory way only, in connection with the reading of the last chapter of the Selected Reading, as the incidents, which are now merely introduced, will be brought out thoroughly in the early topics on the Revolution.

## V. QUESTIONS:

1. What counter plans of conquest were made by France and England, 1750?
2. What brought the conquest of Canada?
3. On what basis could Vergennes and Choiseul predict American Independence?
4. Why was England so completely successful in the French and Indian War?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. V, Chs. VII, VIII; VI, Ch. I.
- B. FISKE, *New France and New England*, Chs. VII-X; *The American Revolution*, Ch. I.
- C. CHANNING, Vol. II, Ch. XIX.
- D. *Amer. Nation*, Vols. VII, Chs. IX-XVII; VIII, Chs. I-XII.
- E. AVERY, Vols. IV, Chs. I-XIX; V, Chs. I-IV.
- F. "*Contemporaries*," Vol. II, Chs. IX-XV, XXI, XXIII, XXIV.
- G. HILDRETH, Chs. XXVI-XXIX.
- H. BANCROFT, Vol. II, P. II, Chs. VII-XIX; Vol. III, Chs. V-IX, XI-XVII.



# SPECIAL

5. *Original Narratives; Indian and French Wars.*
16. DOYLE, *English Colonies.*
33. KINGSFORD, *History of Canada.*
44. *Amer. Commonwealths; New York, New Jersey, Pennsylvania, Maryland.*
45. LODGE, *English Colonies.*
59. WINSOR, *The Mississippi Basin.*
70. PARKMAN, *A Half-Century of Conflict.*
71. BRADLEY, *The Fight with France for North America.*
74. PARKMAN, *Montcalm and Wolfe.*
75. FISHER, *Men, Women and Manners in Colonial Times.*
76. LECKY, *England in the Eighteenth Century.* Chapters on *The American Revolution.*
77. BOGART, *Economic History of the United States.*
78. TYLER, *American Literature During the Colonial Time.*
79. GREEN, *The Provincial Governor.*
80. FROTHINGHAM, *Rise of the Republic.*
81. *Amer. Statesmen; Franklin, Hamilton, Morris, Jay.*
86. GREEN, *History of the English People.*
89. PALFREY, *History of New England.*
111. FRANKLIN, *Autobiography.*
112. PARTON, *Franklin.*
113. MCMASTER, *Franklin.*
114. SLOANE, *The French War and the Revolution.*

# SUPPLEMENTAL

- FRANKLIN, *Works* (Bigelow or Smyth Edition). Writings explanatory of the French and Indian War; Stamp Act.
- VON HOLST, *History of the United States.*
- Epochs of American History.* Consult the volume on the Formation of the Union.
- The South in the Building of the Nation.*
- BURNABY, *Travels in 1759 and 1760.*
- ANDERSON, *History of the Colonial Church.*
- COMMONS (et. al., editors), *Documentary History of American Industrial Society*, Vol. I.
- BEER, *Commercial Policy of England toward the American Colonies.*
- HOWARD, *Introduction to Local Constitutional History.*
- STEDMAN AND HUTCHINSON, *Library of American Literature.*
- McKINLEY, *Suffrage Franchise in the Thirteen Colonies.*
- LALOR, *Cyclopaedia of Pol. Sc.*, etc.
- BRYANT AND GAY, Vol. III, Chs. X-XIII.









# The Home University League Reading System

## American History and Institutions

Complete in Four Courses (Five Parts to Each Course); Presented in 160 Topics, Each Complete in Itself.

### PREPARED BY

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Courses conducted under the direction of  
THE HOME UNIVERSITY LEAGUE

Corresponding to Volume V of  
*The History of North America*

## Course 1 Part IV

Under the special supervision of DR. TANNER

## Reference and Instruction Guide

### SUBJECT

#### COLONIZATION OF NEW ENGLAND

*Period:* 1620-1765.

#### TOPICS

- No. 24. Puritanism and the Pilgrims at Plymouth.
25. Early Massachusetts and Plymouth.
26. Connecticut and other New England Settlements; Stages of Harmony and Discord in the Colonies.
27. The First Half-Century of Colonial Life in New England.
28. (a) King Philip's War.  
(b) The Reconstruction of New England.
29. The Period of Despotism and Revolt in New England.
30. (a) The Witchcraft Superstition.  
(b) The Development of New England, from the Revolution of 1688 to 1714.
31. The Transition of New England to Colonial Concurrence and Revolt against the British Government.



## TOPIC 24

### PURITANISM AND THE PILGRIMS AT PLYMOUTH

#### I. SUBJECTS—Syllabus:

##### 1567-1620

- |                  |   |
|------------------|---|
| A, B, D, 16, 86  | a The settlement of New England as part of a great world-movement dominated by religious ideas.                                 |
| B, 86, 117       | b The relations of Puritanism to the Reformation.   |
| B, 86, 117       | c The long and bitter controversy in England over the divorce of Church and State.  |
| B, C, D, 86      | d Puritanism (purification of the Church) and Separatism.   |
| B, C, 86         | e The sectarian divisions among the Separatists; their persecution and escape.  |
| B, 5, 15, 16, 89 | f The voyage of the <i>Mayflower</i> .  |
| B, 5, 15, 16, 89 | g The <i>Mayflower</i> company.   |
| B, E, 5, 16, 89  | h The eminent members of the <i>Mayflower</i> company: Carver, Fuller, Winslow, Albertson, Alden, Standish, Brewster, Robinson. |

##### 1620-1628

- |                  |  |
|------------------|--|
| B, H, 5, 16, 89  | i The landing of the Pilgrims at Cape Cod—Plymouth, 1620.                                |
| B, C, F, 16, 89  | j The <i>Mayflower</i> Compact; civil government established.                            |
| B, 16, 89        | k The explorations of Standish.  |
| B, C, D, 5, 89   | l The inhospitality of the climate of New England; distress of the settlers.             |
| B, D, 5, 16, 89  | m The relations of the Pilgrims with the Indians.  |
| B, H, 5, 89, 115 | n The first Thanksgiving Day.  |
| D, 5, 15, 16, 89 | o The various charters secured by the Pilgrims; their relations with the London Company. |
| B, 5, 15, 16, 89 | p The experiments of the early New England colonists in land tenure.                     |

## II. SELECTED READING:

JAMES, *Colonization of New England* (V), Chs. I, II.

## III. COLLATERAL HISTORY:

BRITTAİN, *Discovery and Exploration* (I), Ch. XVI.

THOMAS, *The Indians in Historic Times* (II), Ch. VIII.

HAMILTON, *Colonization of the South* (III), Ch. IV.

JONES, *Colonization of the Middle States* (IV), Ch. VIII.

MCGEE, *Prehistoric N. Amer.* (XIX), Ch. XXI.

## IV. SUGGESTIONS—Instruction:

1st. Read the Introduction and Preface, and throughout the subject of the Colonization of New England consult the Chronological table in the volume and the index (Vol. XX). Study the map, using the following in comparison: Captain John Smith's map, Vol. V; Ethnological map B, Vol. II; Migrations map, Vol. XIX; Railroad map (Eastern), Vol. XVIII. (See illustrations: Title-page of the first book using the term "New England", coined by Captain John Smith; Standish portrait; Letter of Myles Standish; Armor of a Pilgrim Father.)

2nd. Consider seventeenth century Puritanism as an attitude of mind rather than as a theological system.

3rd. Notice the similarity between the *Covenant* of the Separatist church and the compact (*Mayflower*) of a body-politic.

4th. Become familiar with the political and religious dissensions in England leading to Puritanism and Separatism, as the immediate causes of the immigration to New England. Holland was a temporary refuge.

5th. Get clearly in mind the legal rights to settle, which the Puritans sought to obtain from the London Company.

6th. Read the *Mayflower* Compact, and consider it as an agreement having force only among those who signed it and those whom the signers could compel to obedience.

7th. Note the favorable conditions for settlement at Plymouth, despite the climate—the weakness of the neighboring Indian tribes, principally.

8th. Observe the character and habits of the Plymouth settlers; their determination to make the place their home.

9th. Note the ownership in land in common, for a time, and its results.



## V. QUESTIONS:

1. What was Puritanism? What was Separatism?
2. Why is it said that the settlement of New England was an event of great meaning in the history of the world?
3. Had the Pilgrims a legal right to the land they were the first to settle? If not, why not?
4. What was the condition of the colony in 1627.
5. To what group of Puritans did the Plymouth settlers belong?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Chs. VII, VIII.
- B. FISKE, *The Beginnings of New England*, Chs. I, II.
- C. CHANNING, Vol. I, Chs. X, XI.
- D. *Amer. Nation*, Vols. I, Ch. XII; IV, Ch. IX.
- E. AVERY, Vol. II, Chs. V-VII.
- F. "*Contemporaries*," Vol. I, Chs. VI-VIII, XV.
- G. HILDRETH, Ch. VI. Both Bancroft and Hildreth relate with fulness the history of the settlement of New England, Bancroft with praise, Hildreth with some adverse criticism. Consult Channing as the exponent of critical historical scholarship, weighing much evidence unknown to, or not considered, by earlier writers.
- H. BANCROFT, Vol. I, Chs. XI, XII.

### SPECIAL

5. *Orig. Narratives: Winthrop's History of New England; Bradford's History of Plymouth Plantation; Johnson's Wonder-Working Province.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies. Puritans.*
19. *Handbook of American Indians.*
44. *Amer. Commonwealths: Massachusetts.*
45. LODGE, *English Colonies.*
86. GREEN, *History of the English People. The Puritans.*
89. PALFREY, *History of New England.*
115. HUTCHINSON, *History of Massachusetts.*
116. BROWN, *The Pilgrim Fathers.*
117. CAMPBELL, *The Puritan in Holland, England and America.*
118. WEEDEN, *Economic and Social History of New England.*
119. DEXTER, *Congregationalism of the Last 300 Years, as Seen in its Literature.*
120. GOODWIN, *The Pilgrim Republic.*
121. MERRIAM, *American Political Theories.*

SUPPLEMENTAL

Massachusetts Historical Society, *Proceedings; Collections.*  
*Old South Leaflets.*

THORPE, *Charters and Constitutions.*

*Epochs of American History. The Colonies*, by Thwaites.

NEAL, *History of the Puritans.*

New England Historic-Genealogical Society, *Publications.*

MACDONALD, *Select Charters and Other Documents Illustrative of American History.*

BRYANT AND GAY, Vol. I, Chs. XIV, XV.

*Records of Plymouth.*

## TOPIC 25

## EARLY MASSACHUSETTS AND PLYMOUTH

I. SUBJECTS—Syllabus:

1623-1634

- |                     |   |  |
|---------------------|---|--|
| A, c, d, 15, 16     | a | The Dorchester settlement at Cape Ann.   |
| B, 15, 16           | b | The Planter's Plea.  |
| C, E, 15, 89, 115   | c | The charter granted to the Governor and Company of Massachusetts Bay, 1630.                    |
| C, 15, 16, 89, 115  | d | Civil and ecclesiastical rule in the Massachusetts Bay colony.                                 |
| B, 5, 16, 115, 126  | e | The administration of Governor Winthrop; the settlement of Salem.                              |
| B, E, 16, 89, 115   | f | The founding of Boston as the capital of Massachusetts Bay.                                    |
| B, 15, 89, 115, 123 | g | The enactment of religious qualifications; banishment and other punishment of non-conformists. |

1629-1637

- |                     |          |  |
|---------------------|----------|--|
| B, H, 5, 44, 89     | <i>h</i> | The early history of the Plymouth colony.  |
| C, E, 15, 16, 115   | <i>i</i> | Plymouth legislation.  |
| B, E, 5, 124, 126   | <i>j</i> | Eminent men of the Massachusetts colony:<br>Hooker, Stone, Winthrop, John Cotton.          |
| C, D, 5, 89, 125    | <i>k</i> | The expulsion of Roger Williams from Massachusetts as an advocate of religious toleration. |
| C, D, 15, 89, 123   | <i>l</i> | The relation of Church and State in New England.   |
| D, 15, 89, 122, 123 | <i>m</i> | Mrs. Hutchinson and her followers; the Antinomian controversy.                             |
| C, D, 44, 89, 115   | <i>n</i> | The civil affairs of the Massachusetts colony.   |

## II. SELECTED READING:

JAMES, *Colonisation of New England* (V), Chs. III, IV.

### III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Ch. V.

JONES, *Colonization of the Middle States* (IV), Chs. I-III.

#### IV. SUGGESTIONS—Instruction:

- 1st. Consult Smith's map and map of Boston (Vol. V), also map of Canada (Vol. XI) in comparison with the Eastern Railroad map (Vol. XVIII). Follow out on the map of colonial New England the charter limits of "The Governor". The charter was transferred from England to New England. This was legal authority.
- 2nd. Follow the growth of the principle of representation at Plymouth.
- 3rd. Consider the importance to Protestantism in Europe and America of the great migration, 1829-30.
- 4th. Note that the charter given a trading company becomes a State charter.
- 5th. Notice the enforcement of submission to the established (Puritan) church of Massachusetts.
- 6th. Boston becomes the capital. Many settlers arrive from England. Notice the character of the people who came.
- 7th. Roger Williams demands religious toleration and is banished. He is the first of his kind.
- 8th. The social conditions of Puritan New England were largely aristocratic.
- 9th. Note the organization of local government in Massachusetts. (See portraits of Endicott and Winthrop.)

#### V. QUESTIONS:

1. How did Massachusetts obtain its charter?
2. Why is Massachusetts called a "corporation" colony?
3. What was the Watertown Protest?
4. What defense can be made for the Puritans in enforcing religious qualifications as a condition of living in the colony of Massachusetts?
5. For what principle was Roger Williams banished?
6. Why was Mrs. Hutchinson banished?

#### VI. CONTEMPORARY REFERENCES—Bibliography:

##### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Chs. VIII, IX.
- B. FISKE, *The Beginnings of New England*, Ch. III.
- C. CHANNING, Vol. I, Chs. XII, XIII.
- D. *Amer. Nation*, Vol. IV, Chs. X-XIII.
- E. AVERY, Vol. II, Chs. VII, VIII.
- F. "*Contemporaries*," Vol. I, Ch. XVI.
- G. HILDRETH, Ch. VII.
- H. BANCROFT, Vol. I, Chs. XIII, XIV.

#### SPECIAL

5. *Orig. Narratives: Bradford's History of Plymouth Plantation; Winthrop's History of New England.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies.*
44. *Amer. Commonwealths: Massachusetts.*
45. LODGE, *English Colonies.*
48. THORPE, *Constitutional History of the United States.*
89. PALFREY, *History of New England.* Massachusetts is treated with great fulness.
115. HUTCHINSON, *History of Massachusetts.*
117. CAMPBELL, *The Puritan in Holland, England and America.*
122. ADAMS, *Three Episodes of Massachusetts's History.*
123. ADAMS, *Emancipation of Massachusetts.*
124. WALKER, *Life of Thomas Hooker, in Makers of America.*
125. STRAUS, *Roger Williams, the Pioneer of Religious Liberty.*
126. TWICHELL, *John Winthrop, in Makers of America.*

#### SUPPLEMENTAL

- THORPE, *Charters and Constitutions.*  
 CURTIS, *Constitutional History of the United States.*  
*Records of Massachusetts Bay.*  
*Records of Plymouth.*  
*Hutchinson Papers.* (Prince Soc.)  
 ANDROS, *Tracts.* (Prince Soc.)  
 Massachusetts Historical Society, *Collections, Proceedings.*  
 HOSMER, *Life of Young Sir Henry Vane.*  
 BRYANT AND GAY, Vol. I, Ch. XX.  
*Johns Hopkins University Studies, XII: Representation and Suffrage in Massachusetts.*

## TOPIC 26

### CONNECTICUT AND OTHER NEW ENGLAND SETTLEMENTS; STAGES OF HARMONY AND DISCORD IN THE COLONIES

#### I. SUBJECTS—Syllabus:

- |                    |   |
|--------------------|---|
| 1633-1641          |   |
| A, F, 16, 124, 127 | a The settlement of Connecticut, and boundary disputes with the Dutch.  |
| B, H, 15, 16, 127  | b Connecticut's first form of government.   |
| B, C, 5, 16, 127   | c The Pequod War.   |
| 1623-1644          |   |
| C, D, 15, 89, 131  | d The settlement of Maine.  |
| B, C, 15, 84, 133  | e The New Haven colony; its constitution.   |
| B, 5, 15, 128, 129 | f The settlement of Rhode Island; its government; the settlement of Providence by Roger Williams and his followers. |
| 1635-1644          |   |
| B, D, H, 16, 89    | g The stage of harmony in the New England colonies.   |
| D, C, F, 16, 118   | h Early social conditions in the New England colonies; the people, laws, militia, industries, currency.             |
| B, H, 15, 16, 89   | i First Congress of the confederated New England colonies; nature of the confederation.                             |
| 1644-1655          |   |
| B, D, 15, 89, 129  | j The stage of discord in the New England colonies.   |
| B, 15, 16, 89, 115 | k Massachusetts as the discordant element in the New England confederacy.   |
| B, C, 16, 84, 127  | l The relations between New Netherland and Connecticut.   |

#### II. SELECTED READING:

JAMES, *Colonization of New England* (V), Chs. V-VIII.

### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. VIII.  
JONES, *Colonization of the Middle States* (IV), Chs. IV, V.  
VEDITZ, *The Revolution* (VI), Ch. VII.  
McGEE, *Prehistoric N. Amer.* (XIX), Ch. XXI.

### IV. SUGGESTIONS—Instruction:

- 1st. Connecticut was a colony founded by a colony. Notice the constitution and form of government adopted.
- 2nd. Massachusetts, Plymouth and Connecticut united against the Pequods.
- 3rd. The elements which affect the development of the New England colonies are not at this time directly European, *i. e.*, of European politics and international relations, but principally local, *i. e.*, of the colonies themselves; then note:
  - (1) religious jealousies and differences;
  - (2) aristocratic *vs.* democratic social forces;
  - (3) troubles with the Indians;
  - (4) boundary disputes;
  - (5) love of education (school privileges);
  - (6) industry, thrift, courage;
  - (7) proselyting (of the Indians);
  - (8) confederation in self-defense.

The external cause was (largely) New France.

- 4th. Consult plan of Indian Fort, Vol. II; early German map, Vol. IV; map of Canada, Vol. XI; Eastern Railroad map, Vol. XVIII. (See Illustrations: Portrait of Yale; Early stockfish trade.)

### V. QUESTIONS:

1. In what respect did Connecticut differ from Massachusetts?
2. Why did the Massachusetts people want to go to Connecticut?
3. How did the New Haven Constitution differ essentially from other "plans of government" in operation in New England at the time?
4. How did the government set up in Rhode Island differ from that in the adjoining colonies?
5. Explain the origin and working of the New England confederation.
6. To what extent did troubles with the Indians affect the growth of the colonies?



## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Ch. IX.
- B. FISKE, *The Beginnings of New England*, Chs. III, IV.
- C. CHANNING, Vol. I, Chs. XIII, XIV.
- D. *Amer. Nation*, Vol. IV, Chs. XIV-XV.
- E. AVERY, Vol. II, Chs. XIII-XV.
- F. "*Contemporaries*," Vol. I, Chs. XVII-XX.
- G. HILDRETH, Chs. VII, IX.
- H. BANCROFT, Vol. I, Chs. XV-XIX.

### SPECIAL

- 5. *Orig. Narratives: Winthrop's History of New England.*
- 15. OSGOOD, *The American Colonies in the Seventeenth Century.*
- 16. DOYLE, *English Colonies.*
- 19. *Handbook of American Indians.*
- 44. *Amer. Commonwealths: Massachusetts, Connecticut, Rhode Island.*
- 45. LODGE, *English Colonies.*
- 48. THORPE, *Constitutional History of the United States.*
- 84. LEVERMORE, *Republic of New Haven.*
- 89. PALFREY, *History of New England.*
- 115. HUTCHINSON, *History of Massachusetts.*
- 118. WEEDEN, *Economic and Social History of New England.*
- 123. ADAMS, *Emancipation of Massachusetts.*
- 124. WALKER, *Life of Thomas Hooker*, in *Makers of America.*
- 125. STRAUS, *Roger Williams, the Pioneer of Religious Liberty.*
- 127. TRUMBULL, *History of Connecticut.*
- 128. GREENE, *History of Rhode Island.*
- 129. RICHMAN, *History of Rhode Island.*
- 130. FRY, *New Hampshire as a Royal Province.*
- 131. VARNEY, *History of Maine.*
- 132. ATWATER, *History of the Colony of New Haven.*

### SUPPLEMENTAL

ARNOLD, *History of Rhode Island and the Providence Plantations.*

THORPE, *Charters and Constitutions.*

Connecticut Historical Society, *Collections.* Source material.

Massachusetts Historical Society, *Collections; Proceedings.*

New Hampshire Historical Society, *Collections.*

Maine Historical Society, *Collections.*

SUPPLEMENTAL—Continued.

Rhode Island Historical Society, *Collections; Proceedings; Publications.*

McKINLEY, *Suffrage Franchise in the Thirteen Colonies.*

WILLIAMSON, *History of Maine.*

BRADFORD, *Colonial Laws of Massachusetts.*

CURTIS, *Constitutional History of the United States.*

HINMAN, *Blue Laws of New Haven Colony.* Trumbull's Edition.

*New Hampshire Provincial and State Papers.*

JENNESS, *Transcripts.*

New Haven Historical Society, *Papers.*

*Old South Leaflets.*

*Johns Hopkins University Studies: Church and State in New England.*

BRYANT AND GAY, Vols. I, Ch. XXI; II, Ch. I-IV.

## TOPIC 27

### THE FIRST HALF-CENTURY OF COLONIAL LIFE IN NEW ENGLAND

#### I. SUBJECTS—Syllabus:

1649-1660

- A,B,16,89,115 *a* Massachusetts under Endicott.  
C,15,16,115,131 *b* The annexation of Maine (1649) to Massachusetts.  
B,16,89,115,123 *c* The persecution of Baptists and Quakers; the fugitive regicides.  
B, 15, 16 *d* The charter granted to Massachusetts by Charles II; the ignoring of the king's demands for religious toleration.

1660-1665

- D,15,89,127,132 *e* The liberal charter granted by Charles II to Connecticut.  
D, 15, 16 *f* The Duke of York's patent of New England.  
B,15,16,127,129 *g* The creation of the Narragansett country as a royal province.  
D,15,16,127,129 *h* The confusion of claims arising under the New England charters.

1625-1665

- B,C,F,89,123 *i* The general intolerant character of New England laws.  
C,E,F,118,123 *j* The limitations, discords and general characteristics of New England life in 1665.  
B,16,89,118,123 *k* The controversies (theological and philosophical, rather than religious) dominating the New England mind.  
B,C,15,16,89 *l* The confederation of Massachusetts, Connecticut and Plymouth.

SUBJECTS—*Continued.*

1664-1673

- B,C,16,115,127 *m* The Half-Way Covenant.  
B,15,16,127,129 *n* Rhode Island's new government; boundary disputes with Connecticut.  
D,16,89,123,133 *o* The visit of George Fox to Rhode Island; the growth of the Society of Friends.  
B, 16, 89, 127 *p* The threatening attitude of the Dutch toward New England after their re-conquest of New Netherland.

II. SELECTED READING:

JAMES, *Colonization of New England* (V), Chs. IX-XII.

III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Chs. VI, VII.

JONES, *Colonization of the Middle States* (IV), Ch. VI.

VEDITZ, *The Revolution* (VI), Ch. I.

IV. SUGGESTIONS—Instruction:

- 1st. This period is one of strained relations between New England and the king, Charles II, because (1) he had no love for dissenters, and (2) had political debts to pay, favorites to reward, etc., and grants of land in America seemed easy payment.
- 2nd. In New England local (inter-settlement) jealousies continued. Boundaries were unsettled; individual towns acted as separate colonies—*e. g.*, were exerting every influence to save their charters. Consult early German map (Vol. IV) and colonial New England map (Vol. V) in comparison with the Railroad map (Vol. XVIII).
- 3rd. The age was one of theological controversies. New England churches became Separatist, whether or not they so wished. The "State" exercised control over taxation, church attendance, etc. Note carefully "life in New England" during the time: (1) industrial; (2) religious; (3) political. (See Illustrations: Winslow portraits; License to sell "rhum"; Quaker persecutions.)
- 4th. For a comparison of "Life in the American colonies" during the period, read the citations in the Collateral History bearing on this subject as given in the volumes on the colonization of the South and the Middle States.

## V. QUESTIONS:

1. How did British politics, royal likes and dislikes, affect New England at the time?
2. What grants did Charles II make in New England?
3. Explain how New England prospered despite conditions which would be intolerable to-day.
4. What are the important events of this period?
5. How do you explain that the age was one of theological controversies?
6. Give an account of the Quakers in their New England relations.

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Ch. IX.
- B. FISKE, *The Beginnings of New England*, Chs. III, IV.
- C. CHANNING, Vol. I, Chs. XV, XVIII, XIX.
- D. *Amer. Nation*, Vols. IV, Chs. XVIII, XIX; V, Chs. I-IV.
- E. AVERY, Vol. II, Chs. XV-XVIII.
- F. "*Contemporaries*," Vol. I, Chs. XIV-XXI.
- G. HILDRETH, Chs. X, XII.
- H. BANCROFT, Vol. I, P. II, Chs. I-IV.

### SPECIAL

5. *Original Narratives; Johnson's Wonder-Working Providence of Sion's Saviour in New England.*
15. OSOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies.*
44. *Amer. Commonwealths: Massachusetts, Connecticut, Rhode Island.*
45. LODGE, *English Colonies.*
48. THORPE, *Constitutional History of the United States.*
89. PALFREY, *History of New England.*
115. HUTCHINSON, *History of Massachusetts.*
118. WEEDEN, *Economic and Social History of New England.*
123. ADAMS, *Emancipation of Massachusetts.*
127. TRUMBULL, *History of Connecticut.*
128. GREEN, *History of Rhode Island.*
129. RICHMAN, *History of Rhode Island.*
130. FRY, *New Hampshire as a Royal Province.*
131. VARNEY, *History of Maine.*
132. ATWATER, *History of the Colony of New Haven.*
133. HALLOWELL, *Quaker Invasion of Massachusetts.*

### SUPPLEMENTAL

Same as in the two preceding topics.

## TOPIC 28

### a. KING PHILIP'S WAR

### b. THE RECONSTRUCTION OF NEW ENGLAND

#### I. SUBJECTS—Syllabus:

1670-1676

- |                 |          |   |
|-----------------|----------|---|
| A, B, D, 16, 89 | <i>a</i> | New England's relations with the Indians; inter-tribal rivalries and dissensions.                               |
| B, E, H, 15, 89 | <i>b</i> | The chieftain of the Pokanoket Indians, Metacon, or as named by the English, Philip.                            |
| B, E, H, 15, 89 | <i>c</i> | The plan of King Philip to exterminate the New England colonies by a general Indian confederation and uprising. |
| B, E, F, 15, 89 | <i>d</i> | The story of King Philip's war; its importance to New England.  |

1676-1683

- |                   |          |  |
|-------------------|----------|--|
| B, H, 16, 89, 115 | <i>e</i> | The impoverished condition of the New England colonies resulting from King Philip's war. |
| C, D, 15, 16, 89  | <i>f</i> | The strained relations between the crown and Massachusetts.                              |
| C, D, 15, 89, 115 | <i>g</i> | The questioned validity of Massachusetts' charter  |
| C, D, 15, 16, 115 | <i>h</i> | The vacating of Massachusetts' charter and appointment of a royal governor.              |

1678-1686

- |                    |          |   |
|--------------------|----------|---|
| B, C, D, 15, 16    | <i>i</i> | The government of the New England colonies and conditions in 1680; the dissolution of the Massachusetts-Connecticut-Plymouth confederacy. |
| C, D, 16, 89, 115  | <i>j</i> | The introduction and opposition to Episcopacy in the New England colonies.  |
| B, C, 15, 130, 131 | <i>k</i> | The consolidation of Maine, New Hampshire, Plymouth, Rhode Island and Connecticut under one government.                                   |
| B, C, E, 89, 127   | <i>l</i> | The hiding of Connecticut's charter.  |

## II. SELECTED READING:

JAMES, *Colonization of New England* (V), Chs. XIII-XV.

## III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. IX.

HAMILTON, *Colonization of the South* (III), Ch. IX.

JONES, *Colonization of the Middle States* (IV), Chs. VII, IX-XI.

VEDITZ, *The Revolution* (VI), Ch. IV.

## IV. SUGGESTIONS—Instruction:

- 1st. King Philip's war meant continued peril from the tribes, or future exemption from it. The war area was relatively small, but very important consequences and interests were at stake. Compare this war with the conspiracies of Pontiac and Tecumseh.
- 2nd. Examine critically into the causes of the strained relations between the crown and Massachusetts, and follow the steps leading to the vacation of the charter and the conversion of Massachusetts into a crown colony. Here were seeds of revolution.
- 3rd. British politics still shaped New England affairs. King James II planned colonial union at the cost of colonial liberty. Yet during the brief reign of James II toleration gained ground in New England (as witness the introduction of the Established Church). Compare the course of events at the South and in the Middle colonies with those in New England.
- 4th. Consult early German map, Vol. IV; map of colonial New England, Vol. V; map of the Mississippi region, Vol. VIII; Ethnological map B, Vol. II; Migrations map, Vol. XIX; Eastern Railroad map, Vol. XVIII.

## V. QUESTIONS:

1. Write the story of King Philip.
2. On what grounds was the charter of Massachusetts declared invalid?
3. What apology can be made for the course of James II toward the colonies?
4. Describe the social conditions in New England at this time.



## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. III, Ch. IX. Examine other chapters for sectarian conditions in New England.
- B. FISKE, *The Beginnings of New England*, Chs. V, VI.
- C. CHANNING, Vol. II, Chs. III, VI.
- D. *Amer. Nation*, Vol. V, Ch. XVI. Consult particularly for the account of the controversy with the crown and the vacation of the charter of Massachusetts.
- E. AVERY, Vol. III, Chs. VII, VIII.
- G. HILDRETH, Ch. XIV.
- H. BANCROFT, Vol. I, P. II, Chs. V, VI, XVII.

### SPECIAL

- 15. OSGOOD, *The American Colonies in the Seventeenth Century*.
- 16. DOYLE, *English Colonies*.
- 19. *Handbook of American Indians*.
- 44. *Amer. Commonwealths: Massachusetts, Connecticut, Rhode Island*.
- 45. LODGE, *English Colonies*.
- 86. GREEN, *History of the English People*. English politics; the Friends; Charles II.
- 89. PALFREY, *History of New England*.
- 91. BESSE, *Sufferings of the People called Quakers*.
- 115. HUTCHINSON, *History of Massachusetts*.
- 118. WEEDEN, *Economic and Social History of New England*.
- 123. ADAMS, *Emancipation of Massachusetts*.
- 127. TRUMBULL, *History of Connecticut*.
- 128. GREENE, *History of Rhode Island*.
- 129. RICHMAN, *History of Rhode Island*.
- 130. FRY, *New Hampshire as a Royal Province*.
- 131. VARNEY, *History of Maine*.
- 134. FELT, *Ecclesiastical History of New England*.

### SUPPLEMENTAL

- CHANLER, *Criminal Trials*. Quakers.
  - CHURCH, *King Philip's War*.
  - CHALMERS, *Political Annals of the Present United Colonies*. Edward Randolph. (Prince Soc.)
  - BRYANT AND GAY, Vol. II, Chs. XVI-XVIII.
- The SUPPLEMENTAL references cited for the three preceding topics apply also to this topic.

## TOPIC 29

### THE PERIOD OF DESPOTISM AND REVOLT IN NEW ENGLAND

#### I. SUBJECTS—Syllabus:

- 1687-1689
- A,D,15,16,89    *a* The restricting of personal freedom in New England.
- C,D,15,89,115    *b* Increase Mather's mission to England; an appeal to the king for relief from tyrannical administrations.
- B,D,15,89,115    *c* The fear by New England of the arbitrary institution of the Roman Catholic faith.
- 1689
- C,D,F,15,103    *d* The Revolution of 1688 in England; the revolt in New England.
- C,D,15,16,89    *e* The restoration of popular government in New England.
- C,D,15,16,88    *f* The Mercantile spirit shown by England in shaping her colonial policy.
- 1689-1693
- D,16,25,70,89    *g* The outrages in New England perpetrated by the Indians as allies of the French.
- D,E,16,70,71    *h* The military incidents involving New England in the great struggle moving forward between England and France for control of North America.
- C,D,H,15,115    *i* The struggle of Massachusetts for a new charter.

#### II. SELECTED READING:

JAMES, *Colonization of New England* (V), Chs. XVI-XVIII.

#### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. IX.

HAMILTON, *Colonization of the South* (III), Ch. VIII.

JONES, *Colonization of the Middle States* (IV), Ch. XII.

MUNRO, *Canada* (XI), Ch. V.

#### IV. SUGGESTIONS—Instruction:

- 1st. The consolidation of the New England colonies was effected under Andros. Observe the immediate effects of the consolidation:
  - (1) local government was denied;
  - (2) land rights were ignored;
  - (3) new taxes, imports, excises imposed;
  - (4) fear of Roman Catholic supremacy (however unreasonable, yet thought at the time to be real);
  - (5) animosity against Andros and royal authority;
  - (6) revolt imminent.
- 2nd. Consult Ethnological map B, Vol. II; Early German map, Vol. IV; map of the Mississippi region, Vol. VIII.
- 3rd. The politics of Europe (Revolution of 1688) determined conditions in New England. William and Mary were proclaimed. Consult in full the Collateral History on this subject as related in the volumes on the colonization of the Middle States and the South.
- 4th. Observe that New England was an element of primary importance in the struggle going on between France and England for control of North America. The great French personage in America then was Frontenac.
- 5th. The New England colonies, after 1688 were defined individually as never before. Each thereafter stands out more distinctly. Compare the state of affairs in New England with that in the Middle and Southern colonies at the time. Consult corresponding topics and the chronological tables. (See Illustrations: Types of currency; Boscawen and John Winslow portraits.)

#### V. QUESTIONS:

1. What effects did the New England people immediately feel after the consolidation of the colonies?
2. Give an account of Increase Mather.
3. In what did the revolt in New England consist?
4. Strictly speaking, did the antagonism of New England to the king's policy extend further than opinions expressed against Andros? Explain.
5. How was the New England frontier open to invasion from Canada?
6. What progress had the colonies made in economic and political freedom?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. V, Ch. II.
- B. FISKE, *The Beginning of New England*, Ch. VI.
- C. CHANNING, Vol. II, Chs. VI-VIII.
- D. *Amer. Nation*, Vols. V, Chs. XVII-XIX; VI, Chs. I-VIII.
- E. AVERY, Vol. III, Ch. XIX.
- G. HILDRETH, Chs. XVIII, XXI.
- H. BANCROFT, Vol. I, P. II, Chs. XVIII, XIX.

### SPECIAL

- 15. OSGOOD, *The American Colonies in the Seventeenth Century*.
- 16. DOYLE, *English Colonies*.
- 25. PARKMAN, *Frontenac and New France*.
- 33. KINGSFORD, *History of Canada*.
- 44. *Amer. Commonwealths: Massachusetts, Connecticut, Rhode Island*.
- 45. LODGE, *English Colonies*.
- 70. PARKMAN, *A Half Century of Conflict*.
- 71. BRADLEY, *The Fight with France for North America*.
- 88. EGERTON, *Short History of British Colonial Policy*.
- 89. PALFREY, *History of New England*.
- 103. MACAULAY, *History of England*. This classic work is the great history of the Revolution of 1688.
- 115. HUTCHINSON, *History of Massachusetts*.

### SUPPLEMENTAL

DOUGLAS, *Old France in the New World*.  
*Edward Randolph*.

See also SUPPLEMENTAL references cited in topic 26.

## TOPIC 30

### a. THE WITCHCRAFT SUPERSTITION

### b. THE DEVELOPMENT OF NEW ENGLAND FROM THE REVOLUTION OF 1688 TO 1714

#### I. SUBJECTS—Syllabus:

1647-1693

A, C, 5, 123, 135    a The Witchcraft superstition—a delusion of the age; executions in Connecticut and Massachusetts.

D, 89, 123, 136    b Increase Mather's *Illustrious Provinces*.

C, E, 5, 16, 89    c The Salem witchcraft executions; the reaction.

1691-1713

D, H, 16, 89, 131    d The effect of the Treaty of Ryswick in quelling Indian disturbances; the administration of Governor Bellomont.

C, D, E, 16, 45    e Piracy; Captain Kidd.

C, D, H, 16, 89    f The New England campaign against New France; the Treaty of Utrecht (1713).

1701-1714

C, D, 16, 89, 115    g Massachusetts under Dudley.

C, D, 16, 45, 89    h New England at the opening of the eighteenth century.

C, D, 16, 45, 118    i Slavery legislation in New England.

#### II. SELECTED READING:

JAMES, *Colonization of New England* (V), Chs. XIX-XXI.

#### III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Chs. X-XII.

JONES, *Colonization of the Middle States* (IV), Ch. XIII.

MUNRO, *Canada* (XI), Ch. V.

#### IV. SUGGESTIONS—Instruction:

- 1st. The Witchcraft delusion may be called a disease of the age which affected New England. Notice the causes of the reaction. Consult the Collateral History on this subject.
- 2nd. The New England colonies were, for *external purposes*, in a military state arrayed against New France; for *internal purposes*, each was moving toward industrial and political self-government. Grasp the full meaning of these purposes as reflected in the events of the period.
- 3rd. Consult colonial map of New England, Vol. V; map of the Mississippi region, Vol. XVIII. (See Illustrations: Indictment for bewitching; Dudley and Mather portraits.)

#### V. QUESTIONS:

1. Explain the cause of the witchcraft superstition.
2. What did Cotton Mather think of witchcraft?
3. What is the story of Captain Kidd and of what importance?
4. What caused the invasion of New England by the French?
5. What did New England gain by the Treaty of Utrecht?

#### VI. CONTEMPORARY REFERENCES—Bibliography:

##### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. V, Ch. II.
- B. FISKE, *New France and New England*, Chs. V, VI.
- C. CHANNING, Vol. II, Chs. IX, X.
- D. *Amer. Nation*, Vol. VI, Chs. III-X.
- E. AVERY, Vol. III, Chs. XX, XXI.
- F. "*Contemporaries*," Vol. II, Chs. III, XIV.
- G. HILDRETH, Chs. XX, XXII.
- H. BANCROFT, Vol. II, Chs. III, IV.

##### SPECIAL

5. *Original Narratives: Witchcraft Superstition.*
15. OSGOOD, *The American Colonies in the Seventeenth Century.*
16. DOYLE, *English Colonies.*
33. KINGSFORD, *History of Canada.*
44. *Amer. Commonwealths: Massachusetts, Connecticut, Rhode Island.*
45. LODGE, *English Colonies.*

SPECIAL—Continued.

- 89. PALFREY, *History of New England*.
- 115. HUTCHINSON, *History of Massachusetts*.
- 118. WEEDEN, *Economic and Social History of New England*.
- 123. ADAMS, *Emancipation of Massachusetts*.
- 130. FRY, *New Hampshire as a Royal Province*.
- 131. VARNEY, *History of Maine*.
- 135. DRAKE, *Annals of Witchcraft*.
- 136. WENDELL, *Cotton Mather*, in *Makers of America*. Theologian, author. Believed in witchcraft and the supernatural.

SUPPLEMENTAL

- UPHAM, *Salem Witchcraft*.
- Johns Hopkins University Studies: Church and State in New England; Carolina Pirates*.
- EXQUEMELIN, *History of the Buccaneers of America*.
- HARING, *The Buccaneers in the West Indies in the XVII Century*.
- BRYANT AND GAY, Vols. II, Ch. XIX; II, Ch. V.



## TOPIC 31

### THE TRANSITION OF NEW ENGLAND TO COLONIAL CONCURRENCE AND REVOLT AGAINST THE BRITISH GOVERNMENT

#### I. SUBJECTS—Syllabus :

1714-1740

- |                   |  |
|-------------------|--|
| A, D, 16, 89, 115 | <i>a</i> Religious liberty in England and the New England colonies; the Toleration Act of William III made a part of the British Constitution. |
| D, 16, 89, 115    | <i>b</i> Governor Shute's administration.  |
| D, 16, 89, 115    | <i>c</i> Governor Belcher's administration.  |
| C, D, 16, 89, 138 | <i>d</i> The Great Awakening; Jonathan Edwards, Whitefield.  |

1741-1759

- |                   |  |
|-------------------|--|
| C, G, H, 70, 71   | <i>e</i> The expedition of New England forces under Pepperell against Louisburg; the results of the victory. |
| C, D, H, 71, 74   | <i>f</i> Governor Shirley's administration.  |
| C, D, E, 111, 112 | <i>g</i> Franklin's plan of colonial union (known also as the Albany Plan).                                  |
| C, D, 71, 74, 114 | <i>h</i> The events of the French and Indian War.  |

1760-1765

- |                   |  |
|-------------------|--|
| D, E, H, 71, 74   | <i>i</i> The supremacy of England in North America.  |
| D, E, H, 71, 80   | <i>j</i> The way of union of the American colonies taught by the long struggle between England and France for control of North America.                                      |
| D, E, H, 80, 114  | <i>k</i> The demand of American interests against England: (1) self-government, (2) religious freedom, (3) modification of the Navigation Acts.                              |
| D, E, 76, 80, 114 | <i>l</i> The demand of Great Britain's interests against her American colonies: (1) colonial political dependency, (2) colonial taxation, whether direct or indirect duties. |

## II. SELECTED READING:

JAMES, *Colonization of New England* (V), Chs. XXII-XXIV.

## III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Chs. XVI-XXIV.

JONES, *Colonization of the Middle States* (IV), Chs. XIV-XIX.

VEDITZ, *The Revolution* (VI), Ch. VII.

GEER, *The Louisiana Purchase* (VIII), Ch. I.

MUNRO, *Canada* (XI), Chs. VII-XI.

## IV. SUGGESTIONS—Instruction:

- 1st. The period of 1714-1740 was one of transition in New England to material colonial strength, and of preparation for the final contest between England and France for control of America. Summarize the successive steps in the contest.
- 2nd. Consult Ethnological map B, Vol. II; Colonial map of New England, Vol. V; Eastern Railroad map, Vol. XVIII.
- 3rd. The fuller accounts of the French and Indian War as given in the volumes on the colonization of the South and the Middle States, should be read carefully on this subject here. A full comparison of the Selected Reading for the topic should also be made with these volumes concerning "Colonial Life" in the English colonies in America during the later period, and their attitude toward England after the close of the French and Indian War.
- 4th. England won New France, but failed to hold the good will of her American colonies. Notice that the English-speaking colonies realized that they had interests distinct from Europe; whence "the rising tide of revolution."
- 5th. The colonies resented tariff taxation, but claimed political rights; whence the common explanation of the great cause of the American Revolution: *Taxation without representation*. Essentially the causes of discontent were industrial, economic and social. (See portraits of Bannister, Ellery and Pepperell.)

## V. QUESTIONS:

1. What were the essential differences between England and France which kept them in conflict in America for nearly two centuries?
2. Name the great military events connected with the Anglo-French war in America, known as the French and Indian War.
3. Explain how England could gain New France and yet hold New England.
4. Make a summary of the complaints of the colonies against England.

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. V, Chs. II, VII, VIII; VI, Ch. I.
- B. FISKE, *New France and New England*, Chs. VI-X (important); *The American Revolution*, Chs. I, II.
- C. CHANNING, Vol. II, Chs. XIII, XV-XIX.
- D. *Amer. Nation*, Vols. VI, Chs. XI-XVIII; VII, Chs. IX-XVII; VIII, Chs. I-VI, XII.
- E. AVERY, Vols. III, Chs. XI-XII, XXVII; IV, Chs. I-XIX; V, Chs. I, II.
- F. "Contemporaries," Vol. II, Chs. III, VII-XVI, XIX-XXI.
- G. HILDRETH, Chs. XXIII-XXIX.
- H. BANCROFT, Vol. II, Ch. XV; P. II, Chs. VI, XVI-XIX; Vol. III, Chs. I-XII.

### SPECIAL

16. DOYLE, *English Colonies*.
33. KINGSFORD, *History of Canada*.
44. *Amer. Commonwealths: Massachusetts, Connecticut, Rhode Island*.
45. LODGE, *English Colonies*.
59. WINSOR, *The Mississippi Basin*.
70. PARKMAN, *A Half Century of Conflict*.
71. BRADLEY, *The Fight With France for North America*.
74. PARKMAN, *Montcalm and Wolfe*.
75. FISHER, *Men, Women and Manners in Colonial Times*.
76. LECKY, *England in the Eighteenth Century*. Chapters on *The American Revolution*.
77. BOGART, *Economic History of the United States*.
78. TYLER, *History of American Literature During the Colonial Time*.

SPECIAL—Continued.

- 79. GREEN, *The Provincial Governor*.
- 80. FROTHINGHAM, *Rise of the Republic*. Important.
- 81. *Amer. Statesmen: Samuel and John Adams*.
- 89. PALFREY, *History of New England*.
- 111. FRANKLIN, *Autobiography*.
- 112. PARTON, *Benjamin Franklin*.
- 114. SLOANE, *The French War and the Revolution*.
- 115. HUTCHINSON, *History of Massachusetts*.
- 118. WEEDEN, *Economic and Social History of New England*.
- 131. VARNEY, *History of Maine*.
- 137. WELLS, *Samuel Adams*.
- 138. ALLEN, *Life of Jonathan Edwards*.

SUPPLEMENTAL

- HOSMER, *Life of Hutchinson*.
- Epochs of American History*.
- VON HOLST, *History of the United States*.
- MCKINLEY, *Suffrage Franchise in the Thirteen Colonies*.
- BRYANT AND GAY, Vol. III, Chs. VIII, X-XIII.
- ANDERSON, *History of the Colonial Church*.
- COMMONS (et. al., editors), *Documentary History of American Industrial Society*, Vol. I.
- BEER, *Commercial Policy of England toward the American Colonies*.
- HOWARD, *Introduction to Local Constitutional History*.
- STEDMAN AND HUTCHINSON, *Library of American Literature*, Vols. I and II.
- LALOR, *Cyclopaedia of Pol. Sc.*, etc.
- WILLIAMS, *History of Vermont*.

NOTE

The events of the closing period of the topic belong to the American Revolution and are the subjects of most books treating of the Revolution.









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Courses conducted under the direction of  
**THE HOME UNIVERSITY LEAGUE**

Issued by  
**THE HOME UNIVERSITY LEAGUE, Inc.,**  
Philadelphia, Pa.

Corresponding to Volume VI of  
*The History of North America*

## Course 1 Part V

Under the special supervision of DR. TANNER

## Reference and Instruction Guide

### SUBJECT

THE AMERICAN REVOLUTION

*Period: 1763-1783.*

### TOPICS

- No. 32. The American (English) Colonies in 1763.
32. The Resistance of the American Colonies to the British Colonial Policy.
34. The Outbreak of Hostilities between Great Britain and her American Colonies; their Union and Independence.
35. The Revolutionary War: Northern and Middle Campaigns.
36. Foreign Intervention in the Revolutionary War and the Border State Strife.
37. The Revolutionary War: Southern Campaigns and Naval Operations.
38. The Termination of the Revolutionary War.
39. (a) The Finances of the Revolutionary War.  
(b) The Disintegration of the Union.
40. REVIEW: The Foundations of the American Nation.

SUBJECTS Suggested for Special Occasions.

### BIBLIOGRAPHY (1000-1783)

#### SPECIAL

History as a branch of Learning.  
References.  
Documents.  
Archives.  
Sources.  
American Institutions and Gov't.  
American Historical Literature relating to the period:  
(1) Literary History.  
(2) Poems.  
(3) Historical Novels.

INDEX to the Authors and Works cited in the topics (1-40).



## TOPIC 32

### THE AMERICAN (ENGLISH) COLONIES IN 1763

#### I. SUBJECTS—Syllabus:

- |                   |  |
|-------------------|--|
| 1631-1764         |  |
| A, C, E, 71, 76   | a The Treaty of Paris (Feb. 10, 1763)—the close of an era and of the 150 years' struggle between England and France for control of North America; Spain as a factor in this struggle.  |
| C, H, 16, 71      | b The relations of the Indians in the conflicts in America between England and France. (All the tribes involved, the Algonkins of Canada, who allied with the French, and the Five (Six) Nations (Iroquois) of New York, who allied with the English.) |
| C, E, 16, 45, 77  | c The development of the conditions prevailing in the Southern and New England colonies in 1763.   |
| 1643-1765         |  |
| C, E, 16, 45, 77  | d The development of the conditions prevailing in the Middle colonies in 1763.   |
| E, 16, 45, 67, 77 | e Life on the frontiers before the Revolutionary War.  |
| C, E, 16, 45, 77  | f The distinguishing characteristics of the three sections or zones known as the Southern, Middle and New England colonies.  |
| 1763              |  |
| C, 16, 45, 79     | g The systems of American colonial government.   |
| C, E, 16, 45      | h The varying powers conferred under American colonial charters.   |
| C, E, 16, 45, 78  | i The extent of popular representation in the government of the American colonies.   |

#### II. SELECTED READING:

VEDITZ AND JAMES, *The Revolution* (VI), Chs. I-III.

### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Chs. VII-XI.  
HAMILTON, *Colonization of the South* (III), Chs. XVII-XIX.

JONES, *Colonization of the Middle States* (IV), Ch. XVIII.

JAMES, *Colonization of New England* (V), Ch. XXIII.

GEER, *The Louisiana Purchase* (VIII), Ch. I.

MUNRO, *Canada* (XI), Chs. VII, VIII, X.

### IV. SUGGESTIONS—Instruction:

- 1st. Examine the Introduction and Preface to the volume.
- 2nd. Read the selected chapters for the topic consecutively, and learn (as far as possible) the condition of America as a unit in 1763. Examine the Collateral History citations carefully in comparison. Consult map of the Frontiers, and map of colonial New England, Vol. IV; map of the Mississippi region, Vol. VIII; Railroad maps, Vols. XVII and XVIII.
- 3rd. Notice the swift movement of events. In the next two years (1763-1765) after England triumphs over France in the contention of 150 years for control of America, she so antagonized her thirteen English-speaking colonies (Massachusetts to Georgia) as to precipitate a revolution against her.
- 4th. Consider the state of America as to population, products, etc., comparing conditions in New England, the Middle and the Southern colonies.
- 5th. Note the condition of society in England in the middle of the eighteenth century—disorderly, irreligious, frivolous, and a very corrupt political life.
- 6th. Make a summary of the government of the colonies (organization, suffrage, rights and privileges, relation to the British government, inter-colonial relations).

### V. QUESTIONS:

1. What was the condition of America (English colonies) at the close of the French wars?
2. What was the state of colonial industries?
3. What was the distribution of population, North, Middle and South?
4. Describe the government (civil organization) of a typical colony.
5. Why had the various plans for inter-colonial union failed?
6. Why was it difficult for England to understand America?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. VI, Ch. I.
- B. FISKE, *The American Revolution*, Ch. I.
- C. CHANNING, Vol. II, Chs. XI-XVII.
- E. AVERY, Vol. V, Ch. I.
- F. "Contemporaries," Vol. II, Ch. XXI.
- H. BANCROFT, Vols. II, P. II, Chs. XVIII, XIX; III, Chs. I-III.

### SPECIAL

- 16. DOYLE, *English Colonies*.
- 44. *Amer. Commonwealths: Connecticut, Georgia, Kentucky, Massachusetts, Maryland, New Jersey, New York, Pennsylvania, Rhode Island*.
- 45. LODGE, *English Colonies*.
- 67. ROOSEVELT, *The Winning of the West*.
- 71. BRADLEY, *The Fight with France for North America*.
- 76. LECKY, *England in the Eighteenth Century*. Chapters on *The American Revolution*. Ch. XII is the ablest account, within its extent, of the Revolution as a movement or event of the British Empire.
- 77. BOGART, *Economic History of the United States*.
- 78. TYLER, *History of American Literature During the Colonial Time*.
- 79. GREEN, *The Provincial Governor*.
- 80. FROTHINGHAM, *The Rise of the Republic*. The best work on the early stages of the revolutionary movement.
- 114. SLOANE, *The French War and the Revolution*.
- 121. MERRIAM, *American Political Theories*.
- 134. FELT, *Ecclesiastical History of New England*.
- 139. MAHON, *History of England*.
- 140. TREVELYAN, *The American Revolution*. This work, by the English statesman and historian, is of first importance to those who would learn the political and economic conditions in England at the time, as well as the place of the Revolution among world-movements.
- 141. LOSSING, *Field-Book of the Revolution*. A unique book, rich in maps, plans, sketches and portraits. The author visited every locality he describes, made sketches, collected information from survivors of the Revolution, etc.
- 142. WINSOR, *Handbook of the Revolution*. Essential to the specialist.

SUPPLEMENTAL

*Cambridge Modern History.* An important co-operative history. Vol. VII is on the United States and may be consulted generally on the topics dealing with the Revolutionary War. General and decursive in treatment.

GOOCH, *Annals of Politics and Culture.*

*The South in the Building of the Nation.*

WILSON, *A History of the American People.* A suggestive essay, principally useful for the period following the Revolutionary War.

*Epochs of American History: The Formation of the Union,* by Hart.

CHALMERS, *Introduction to the History of the Revolt of the American Colonies.*

## TOPIC 33

### THE RESISTANCE OF THE AMERICAN COLONIES TO THE BRITISH COLONIAL POLICY

#### I. SUBJECTS—Syllabus:

- 1649-1767
- A,H,43,145,146 *a* British navigation laws as a demand for colonial tribute toward the support of the crown.
- B,D,43,80,146 *b* The Mercantile Theory—a tyranny precipitating the "Industrial Revolution"; its similarity to the conduct of other nations for ages, *e. g.*, France's treatment of Canada.
- D,H,43,80,146 *c* British plans of colonial taxation; England's "French Wars" debt the excuse for taxing her American colonies; opposition to the tax (political, the economic principle of industrial freedom not yet grasped by the masses).
- D,H,80,140,146 *d* The Stamp Act and the Stamp Act Congress; repeal of the Act.
- B,D,48,80,81 *e* The first efforts to unite the English colonies in America.
- 1768-1774
- B,D,H,80,114 *f* The swift movement toward the union of American colonies and resistance to the British policy; the Non-Importation Agreement.
- D,H,81,137,145 *g* Samuel Adams and Patrick Henry—types of American Revolutionists.
- D,76,80,86,140 *h* The Boston Massacre; the reaction of English sentiment in favor of the colonies (Burke and lesser men, leaders).
- D,H,76,80,114 *i* The American Revolution as a political movement; the War Party; England's plan of military suppression; the Committees of Correspondence.
- D,E,76,80,114 *j* The Townshend Acts; the burning of the *Gaspee*; the "Boston Tea Party"—a student's prank!



## II. SELECTED READING:

VEDITZ, *The Revolution* (VI), Chs. IV. V.

## III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Ch. XXIV.

JONES, *Colonization of the Middle States* (IV), Ch. XIX.

JAMES, *Colonization of New England* (V), Ch. XXIV.

GEER, *The Louisiana Purchase* (VIII), Ch. II.

MUNRO, *Canada* (XI), Chs. X, XI.

## IV. SUGGESTIONS—Instruction:

- 1st. Get clearly in mind what is meant by the *Mercantile Theory*, and its application in 1765 (by England), as a *Policy*.
- 2nd. Make a summary (date, scope, etc.) of the British navigation laws. (See Index, Vol. XX.)
- 3rd. Get clearly in mind the British reasons why America should be taxed (1765), also the American objections, and whether taxation, contributing to the imperial treasury, or the manner in which the tax was imposed, brought on the American Revolution. Consult the volumes on colonization. (See Collateral History.)
- 4th. Notice the industrial state of America, made dependent on England, not by nature, but *by law*.
- 5th. Note the importance of the controversy over Writs of Assistance and the significance of Otis' speech declaring a law contrary to the Constitution to be void.
- 6th. Contrast English and American theories of representation.
- 7th. Trace the action in Parliament leading to the repeal of the Stamp Act.
- 8th. Observe the formal and orderly manner of opposing the British policy; also the swift and orderly self-organization of America as a political unit (in opposition to the British policy) by means of the *Committees of Correspondence*, which were the backbone of the Revolution.
- 9th. The Non-Importation Agreement meant the industrial independence of America. John Adams, and later, Abraham Lincoln, declared the Non-Importation Agreement and the Articles of Association (1774) to be essentially economic union and the beginning of our national union and independence.
- 10th. Great Britain planned to vigorously suppress the "rebellion" by force of arms. Note the effect.

## V. QUESTIONS:

1. What was the Mercantile Theory of trade, and how did England apply it to the colonies in 1765?
2. Why did America refuse to contribute by taxation to the British treasury?
3. Give an account of Samuel Adams and his part in the early stage of the Revolution.
4. What was the Non-Importation Agreement?
5. What were the Articles of Association and their significance in American History?
6. What was the Board of Trade and Plantations?
7. What were the Committees of Correspondence?
8. To what extent were the Navigation Acts enforced?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. VI, Ch. I; VII, Ch. II. *The Loyalists*.
- B. FISKE, *The American Revolution*, Chs. I, II.
- D. *Amer. Nation*, Vols. VIII, Chs. I-XV; IX, Ch. I.
- E. AVERY, Vol. V, Chs. II-IX.
- F. "Contemporaries," Vol. II, Chs. XXIII-XXVI.
- G. HILDRETH, Ch. XXX.
- H. BANCROFT, Vol. III, Chs. V-XXIV.

### SPECIAL

43. BEER, *British Colonial Policy, 1754-1765*.
44. *Amer. Commonwealths*. Consult for States concerned.
48. THORPE, *Constitutional History of the United States*.
76. LECKY, *England in the Eighteenth Century*. Chapters on the American Revolution.
80. FROTHINGHAM, *Rise of the Republic*.
81. *Amer. Statesmen: Franklin, Samuel Adams, Henry, Washington, J. Adams*.
86. GREEN, *History of the English People*.
114. SLOANE, *The French War and the Revolution*.
121. MERRIAM, *American Political Theories*.
137. WELLS, *Samuel Adams*.
139. MAHON, *History of England*.
140. TREVELYAN, *The American Revolution*.
143. RAMSEY, *The American Revolution*. A participant who collected data with care.
144. SABINE, *American Loyalists*.
145. TUDOR, *Life of James Otis*.

SPECIAL—Continued.

146. FISHER, *The Struggle for American Independence*. An advance in the interpretation of Revolutionary history. Biased, but corrects traditional views.
147. FOSTER, *A Century of American Diplomacy*. The best.
148. HARDING, *Select Orations Illustrating American Political History*.
149. TYLER, *Literary History of the American Revolution*.

SUPPLEMENTAL

ADAMS, JOHN, *Works*. Edited by C. F. Adams.

LALOR, *Cyclopaedia of Pol. Sc.*, etc.

JEFFERSON, *Writings*. Much information on the early stage of the Revolution. Ford's edition is the most complete.

BURKE, *Works*. Notably his defense of American rights.

HENRY, *Life and Speeches of Patrick Henry*.

*Epochs of American History*. Consult the volume, *Formation of the Union*, on the topics on the Revolution, generally.

CURTIS, *Constitutional History of the United States*.

THORPE, *Charters and Constitutions*.

BEER, *Commercial Policy of England toward the American Colonies*.

DICKINSON, *Letters of a Farmer*.

STILLE, *Life and Times of John Dickinson*.

BRYANT AND GAY, Vol. III, Chs. XIII, XIV.

## TOPIC 34

### THE OUTBREAK OF HOSTILITIES BETWEEN GREAT BRITAIN AND HER AMERICAN COL- ONIES; THEIR UNION AND INDEPEN- DENCE

#### I. SUBJECTS—Syllabus:

1774-1775

- A,D,76,80,114    *a* The American revolutionary movement; the  
Regulating, Transportation, Quebec and  
Quartering Acts.
- D,H,80,114,137    *b* The First Continental Congress; its person-  
nel; the Articles of Association; Paul Re-  
vere's Ride.
- B,D,48,80,114    *c* The American Revolutionists' dismissal of  
royal governors and the organization of  
State governments.
- D,H,76,139,140    *d* The pro-American speeches of Burke and  
Chatham in Parliament.
- E,H,80,141,151    *e* The Minute Men; the battles of Concord and  
Lexington; the siege of Boston.

1775

- B, E, II, 80        *f* The Mecklenburg Declaration of Independ-  
ence.
- B, E, II, 76, 157    *g* The appointment of Washington as command-  
er-in-chief.
- B, D, H, 80        *h* The refusal of Canada to join the revolu-  
tionary colonies.
- B,D,E,80,81        *i* Franklin's proposed "United Colonies of  
North America."
- D,H,76,151,158    *j* The Continental Army.

1775-1776

- B,D,76,80,137    *k* The development toward American inde-  
pendence.
- D,E,144,150,159    *l* The Peace party (Loyalists); the immense in-  
fluence and instant effect of Paine's *Com-  
mon Sense*.
- B,D,H,76,147    *m* The international measures instituted by the  
American colonies.
- D,H,80,152,155    *n* The Declaration of Independence.
- D,E,H,48,80        *o* The Articles of Confederation.

## II. SELECTED READING:

VEDITZ, *The Revolution* (VI), Chs. VI-VIII; App. I, II.

## III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Ch. XXI.

MORAN, *The Constitution* (VII), Ch. I.

GEER, *The Louisiana Purchase* (VIII), Chs. II, IV.

MUNRO, *Canada* (XI), Ch. XI.

## IV. SUGGESTIONS—Instruction:

1st. Two American policies were open to Great Britain: coercion or government through the Assemblies, etc., essentially the method of Great Britain with her colonies to-day. Note how coercion hastened the Revolution, the royal governors being turned out.

2nd. Follow carefully the steps in the establishment of new State governments. Consult colonial map of New England (Vol. V) and the Railroad maps (Vols. XVII, XVIII).

3rd. Get clearly in mind the agencies established leading toward union and independence: (1) State governments; (2) an American (Federal) army; (3) a commander-in-chief (Washington); (4) Post-office and War Departments; (5) Paine's *Common Sense*.

4th. The Loyalists: observe their view of the situation and the treatment of them by the Patriots.

5th. Two great State papers issue from the movement, the Declaration of Independence and the Articles of Confederation. Note the place of the Declaration among the great political utterances of history.

6th. Examine the following illustrations in connection with the topic: Signers of Mecklenburg Declaration; Declaration of Independence; Express carrying news of the fight at Lexington; Names of the first American Generals; portraits of Washington, of Lee and Adams, of Ross, Franklin and Rush, and of Knox and Adams.

## V. QUESTIONS:

1. What causes or conditions precipitated war—the war of the Revolution?

2. Why was it necessary to organize State governments?

3. What causes led to the adoption of the Declaration of Independence?

4. Give an account of the Loyalists.

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. VI, Chs. II, III.
- B. FISKE, *The American Revolution*, Chs. III, IV.
- D. *Amer. Nation*, Vols. VIII, Chs. XV-XVIII; IX, Chs. I-V.
- E. AVERY, Vol. V, Chs. XI-XIV, XX, XXII.
- F. "*Contemporaries*," Vol. II, Chs. XXVII, XXX, XXXI.
- G. HILDRETH, Chs. XXXI-XXXIII.
- H. BANCROFT, Vols. III, Chs. XXV, XXVI; IV, Chs. I-XIII, XX-XXVIII; V, Ch. I.

### SPECIAL

- 44. *Amer Commonwealths*. Consult for the States concerned.
- 48. THORPE, *Constitutional History of the United States*.
- 76. LECKY, *England in the Eighteenth Century*. Chapters on *The American Revolution*.
- 80. FROTHINGHAM, *Rise of the Republic*. A vigorous statement.
- 81. *Amer. Statesmen: Franklin, Washington, Jefferson, Henry, John Adams, Samuel Adams, Marshall, Hamilton, Madison, Morris, Jay*.
- 114. SLOANE, *The French War and the Revolution*.
- 121. MERRIAM, *American Political Theories*.
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- 139. MAHON, *History of England*.
- 140. TREVELYAN, *The American Revolution*.
- 141. LOSSING, *Field-Book of the Revolution*.
- 142. WINSOR, *Handbook of the Revolution*.
- 143. RAMSEY, *The American Revolution*.
- 144. SABINE, *American Loyalists*.
- 145. TUDOR, *Life of James Otis*.
- 146. FISHER, *The Struggle for American Independence*.
- 147. FOSTER, *A Century of American Diplomacy*.
- 148. HARDING, *Select Orations, Illustrating American Political History*.
- 149. TYLER, *Literary History of the American Revolution*.
- 150. VAN TYNE, *The Loyalists of the American Revolution*.
- 151. CARRINGTON, *Battles of the American Revolution*.
- 152. FRIEDENWALD, *The Declaration of Independence*. A critical study.
- 153. MORGAN, *The True Patrick Henry*.
- 154. WIRT, *Patrick Henry*.
- 155. PARTON, *Thomas Jefferson*.
- 156. ROWLAND, *George Mason*.



SPECIAL—Continued.

157. IRVING, *Washington*. Remains the most interesting and readable, if not critical, life of Washington. A vivid picture of the Revolutionary period.
158. FORD, *The True George Washington*. The best one-volume biography.
159. FLICK, *Loyalism in New York*.
160. MCCRADY, *South Carolina in the Revolution*.
161. BALLAGH, *Richard Henry Lee*.
162. BRADY, *American Government and Politics*. (State governments.)

SUPPLEMENTAL

- WASHINGTON, *Writings*. Sparks' or Ford's edition.  
 JEFFERSON, *Writings*.  
 FRANKLIN, *Works*. Bigelow's or Smyth's edition.  
 ADAMS, *Familiar Letters During the Revolution*.  
*Journals and Secret Journals of Congress*. U. S. Govt. publication.  
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*American Historical Review*. Reprints of documentary letters, etc.  
*Magazine of American History*. Out of print. Valuable critical articles.  
*Southern Historical Magazine*. Valuable critical and special articles.  
*Pennsylvania Magazine of History*. Able; much information.  
 PAINE, THOMAS, *Writings*. *Common Sense*; political pamphlets.  
 SPARKS, *Correspondence of the American Revolution, Being Letters of Eminent Men to George Washington*.  
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 GRAHAM, *Mecklenburg Declaration of Independence*.  
 BRYANT AND GAY, Vol. III. Chs. XV, XVI, XIX.  
 SMITH, *Our Struggle for the Fourteenth Colony*. An important account of the campaign for the conquest of Canada.  
 BURKE, *Essay on Conciliation*.  
 LALOR, *Cyclopædia of Pol. Sc.*, etc.



## TOPIC 35

### THE REVOLUTIONARY WAR: NORTHERN AND MIDDLE CAMPAIGNS

#### I. SUBJECTS—Syllabus:

1775-1776

- A,D,H,76,151 *a* Comparative resources of Great Britain and the colonies (United States of America); British lack of great soldiers and great statesmen in the party then in power.
- B,D,141,151,164 *b* The battles of Fort Ticonderoga, Crown Point, Breed's Hill, Bunker Hill.
- B,D,157,164,165 *c* The condition of the American army when Washington assumed command.
- D,H,141,151,164 *d* The operations of the Americans against Canada; British evacuation of Boston.
- B,D,H,141,164 *e* Revolutionary struggles in Virginia and the Carolinas (1776); the attack on Charleston; the battle of Fort Moultrie.

1776-1777

- D,H,141,151,164 *f* The invasion of Canada by the American army; causes of its failure.
- B,D,114,151,164 *g* The British plan to secure the Hudson Valley; the campaign in and about Long Island and New York City, ending in Washington's retreat across New Jersey to Pennsylvania.
- B, D, 157 *h* The conferring of full authority on Washington in war operations.
- B,H,141,151,163 *i* The battles of Trenton and Princeton.
- B,D,H,114,151 *j* A summary of the campaign of 1776.

1777-1778

- B,D,H,114,151 *k* Burgoyne's invasion of New York State from Canada.
- B,D,141,151,164 *l* Howe's campaign; the battles of Brandywine, Germantown and Forts Mercer and Mifflin; the occupation of Philadelphia by the British.
- D,H,151,157,165 *m* Washington's army at Valley Forge.

SUBJECTS—*Continued.*

- B,D,76,141,151 n Burgoyne's campaign: enlistment of the Indians (Six Nations) against the Americans; capture of Ticonderoga; siege of Fort Stanwix; battles of Oriskany, Bennington, Bemis Heights, Saratoga (1st and 2nd); Burgoyne's surrender; its effect on Europe.
- D,76,80,114,140 o Lord North's offer of conciliation (1777).

II. SELECTED READING:

VEDITZ, *The Revolution* (VI), Chs. IX-XI.

III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. VII.

MUNRO, *Canada* (XI), Ch. XI.

IV. SUGGESTIONS—Instruction:

1st. Consult the following maps: Colonial New England, Vol. V; Trenton and Ft. Mifflin, Vol. VI; Railroad maps, Vols. XVII, XVIII. Follow the events of the war on these maps. Compare the account of the invasion of Canada with the narrative in the volume on Canada. (Collateral History ref.) (See portraits of Putnam and Warren.)

2nd. Compare the resources of the British and the Americans (considering that the field of war was in America, 3000 miles from England, a voyage of 6 to 10 weeks). Much of America was then an almost impenetrable wilderness. Great Britain was on the offensive, confronting conditions for which her army had not been trained; America was on the defensive, amidst familiar surroundings.

3rd. Summarize the military events in New England, New York and Pennsylvania, each section separately.

4th. Note the *Fabian policy* of Washington and the course of military affairs.

5th. Observe that Burgoyne's surrender marks the time when the people of the United States, as a nation, enter world politics. Europe takes notice. European governments quickly discern a new power—*A New Nation*.

V. QUESTIONS:

1. State the comparative resources (strength) of Great Britain and America, for war, in 1776.
2. Why did the Americans attempt to conquer Canada?

QUESTIONS—*Continued.*

3. Give a summarized account of Washington and his campaigns from his accession as commander-in-chief to his retirement into winter quarters at Valley Forge.
4. Give an account of Burgoyne's invasion and its results.
5. Was Congress justified in rejecting Lord North's second scheme for conciliation? Explain.

VI. CONTEMPORARY REFERENCES—Bibliography:

GENERAL U. S. HISTORIES

- A. WINSOR, Vols. VI, Chs. IV, V; VIII, App. Consult critical articles, maps, bibliography, foot-notes, index.
- B. FISKE, *The American Revolution*, Chs. III-VII.
- D. *Amer. Nation*, Vol. IX, Chs. III-XIII.
- F. "*Contemporaries*," Vol. II, Ch. XXIX.
- G. HILDRETH, Chs. XXXIV-XXXVII. Of special value.
- H. BANCROFT, Vols. IV, Chs. XI, XIV-XIX; V, Chs. II-VIII, XI-XV. Very full on the Revolution.

SPECIAL

76. LECKY, *England in the Eighteenth Century*.
80. FROTHINGHAM, *Rise of the Republic*. Very full on New England matters.
81. *Amer. Statesmen: Washington, Jefferson, Franklin, John Adams, Marshall, Hamilton, Henry, Madison, Morris, Jay*.
114. SLOANE, *The French War and the Revolution*.
140. TREVELYAN, *The American Revolution*. Consult freely.
141. LOSSING, *Field-Book of the American Revolution*.
142. WINSOR, *Handbook of the Revolution*.
149. TYLER, *Literary History of the Revolution*.
151. CARRINGTON, *Battles of the American Revolution*.
157. IRVING, *Washington*.
160. MCCRADY, *South Carolina in the Revolution*.
163. LOWELL, *The Hessians in the Revolution*.
164. LODGE, *History of the American Revolution*.
165. BOLTON, *The Private Soldier Under Washington*.

SUPPLEMENTAL

- STRYKER, *Battles of Trenton and Princeton*.
- FROTHINGHAM, *Siege of Boston*.
- SMITH, *Our Struggle for the Fourteenth Colony*.
- LEE, *Memoirs of the Revolutionary War in the Southern Department*.
- ADAMS, C. F., *Studies, Military and Diplomatic*. Severe in criticism of Washington's military policy; belittles his qualifications as a general.

## TOPIC 36

### FOREIGN INTERVENTION IN THE REVOLUTIONARY WAR, AND THE BORDER STATE STRIFE

#### I. SUBJECTS—Syllabus:

- 1776-1778
- A, D, E, 81, 147 *a* The efforts of the American representatives in Europe to obtain intervention against England.
- D, E, 76, 147, 168 *b* The sympathy of France with America in the Revolutionary War; the neutrality of Spain; the friendly interest of Prussia.
- D, E, 76, 147, 168 *c* The American treaty of commerce and amity with France.
- B, D, E, 80, 164 *d* The effect in America of the news of the alliance of France with the Americans against England.
- D, E, 147, 168 *e* French fear of American (United States) supremacy.
- D, H, 76, 140, 168 *f* The Franco-Spanish alliance against England; Spanish conquest of the British province of West Florida.
- 1776-1779
- D, E, H, 146, 157 *g* The criticism of Washington by Congress; the distrust of the army; the Conway cabal; the conduct of Washington, and his hold on the people.
- D, H, 76, 140, 146 *h* The appointment of Clinton to succeed Howe; the evacuation of Philadelphia by the British.
- B, D, H, 76, 164 *i* The arrival of a French fleet in support of the American cause.
- E, D, 60, 67, 76 *j* The Indian allies of Great Britain in the West; border warfare.
- B, D, E, 60, 67 *k* George Rogers Clark's expedition and campaign in the Illinois country; its importance.
- B, D, 60, 67, 141 *l* Joseph Brant (chief of the Six Nations) and the Wyoming Valley massacre; the battles of Stony Point and Paulus Hook.

## II. SELECTED READING:

VEDITZ, *The Revolution* (VI), Chs. XII, XIII.

## III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Chs. VI, VII.

HAMILTON, *Colonization of the South* (III) Ch. XXII.

GEER, *The Louisiana Purchase* (VIII), Chs. II-IV.

MUNRO, *Canada* (XI), Ch. XI.

## IV. SUGGESTIONS—Instruction:

- 1st. Notice how European politics, *i. e.*, the relations between Great Britain and France, Spain and Prussia, cause France to make an alliance with America, France and Spain to make an alliance against England, and Prussia to favor America.
- 2nd. Follow carefully the work of the American agents in Europe, particularly of Franklin in France. Notice that France was in such a condition as to lead its people to favor the alliance. Louis XVI, and those who knew best the real financial condition of France, hesitated to appropriate money for the American cause. Consider the effect of the arrival of the French fleet in America.
- 3rd. Washington was assailed as incapable. Follow the politics of the attack, both in and out of Congress.
- 4th. Give careful attention to the campaign of George Rogers Clark in the West (Illinois). It practically won the West for America. Consult Ethnological map B, Vol. II; Frontiers map, Vol. IV; map of the Mississippi region, Vol. VIII; Railroad maps, Vols. XVII, XVIII.
- 5th. Note the use made by England of mercenary troops, and the refusal of Russia to aid her in putting down "the American rebellion."
- 6th. Notice the employment of Indians by the British; Joseph Brant and the Mohawks; the Wyoming Valley massacre. (See portraits of Hancock; Kosciuszko and Pulaski; Chastellux, Rochambeau and Portail; de Grasse; Lafayette.)

## V. QUESTIONS:

1. Why did France make a treaty of commerce and alliance with America?
2. Why did continental Europe openly or secretly take hostile steps toward England at this time?
3. Why was Washington bitterly attacked and opposed?
4. What was the importance of Clark's campaign in the Illinois country?

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. VI, Ch. VIII; VII, Ch. I.
- B. FISKE, *The American Revolution*, Chs. VIII-XI.
- D. *Amer. Nation*, Vol. IX, Chs. XII, XV, XVI.
- E. AVERY, Vol. VI, Chs. V, VIII, XII.
- F. "Contemporaries," Vol. II, Chs. XXVIII, XXXII.
- G. HILDRETH, Ch. XXXVIII.
- H. BANCROFT, Vol. V, Chs. IV, X, XVI-XXIV.

### SPECIAL

19. *Handbook of American Indians*.
60. WINSOR, *The Westward Movement*.
67. ROOSEVELT, *The Winning of the West*.
76. LECKY, *England in the Eighteenth Century*. Chapters on *The American Revolution*.
80. FROTHINGHAM, *Rise of the Republic*.
81. *Amer. Statesmen: Franklin, Washington, Jefferson, Henry, J. Adams, S. Adams, Marshall, Hamilton, Madison, Morris, Jay*.
140. TREVELYAN, *The American Revolution*.
141. LOSSING, *Field-Book of the American Revolution*.
142. WINSOR, *Handbook of the Revolution*.
143. RAMSEY, *The American Revolution*.
146. FISHER, *The Struggle for American Independence*.
147. FOSTER, *A Century of American Diplomacy*.
157. IRVING, *Washington*.
161. BALLAGH, *Richard Henry Lee*.
163. LOWELL, *The Hessians in the Revolution*.
164. LODGE, *History of the American Revolution*.
166. SCHUYLER, *American Diplomacy*.
167. DEWEY, *The Financial History of the United States*.
168. PERKINS, *France in the American Revolution*.



SUPPLEMENTAL

*Treaties and Conventions of the U. S.* Govt. publication, 1910.

GILPIN, *The Madison Papers.*

IZARD, RALPH, *Correspondence.*

HUTCHINSON, *The Diary and Letters of His Excellency Thomas Hutchinson.*

MADISON, JAMES, *Letters and Other Writings.*

WHARTON, *Digest of International Law.* A treasure-house of knowledge.

TOWER, *Lafayette in the American Revolution.*

HALE, *Franklin in France.*

GREENE, *German Element in the Revolutionary War.*

LYMAN, *Diplomacy of the United States.*

THWAITES AND KELLOGG, *The Revolution on the Upper Ohio.*

ALVORD, *Cahokia Records.* (Ills. Hist. Colls., II, Introd.)

Gives the best account of the taking of the Illinois country by George Rogers Clark. Vols. II and V of the Ills. Hist. Colls., by the same author, contain the sources.

STONE, *Life and Times of Joseph Brant.*

STONE, *Border Wars of the American Revolution.*

BRYANT AND GAY, Vol. III, Ch. XXIV.

The SUPPLEMENTAL references cited in topic 34 apply equally to this topic.



## TOPIC 37

### THE REVOLUTIONARY WAR: SOUTHERN CAMPAIGNS AND NAVAL OPERATIONS

#### I. SUBJECTS—Syllabus:

1778-1781

- A,B,76,151,164 a The British plan to subjugate the Southern colonies.  
B,D,76,151,164 b The British occupancy of Savannah, Sunbury and Augusta; the attack on Charleston and its surrender to the British.  
B,D,141,151,164 c The operations of generals Lincoln, DeKalb, Sumter, Gates, Williams and Marion.  
B,D,67,141,151 d The battle of King's Mountain.  
B,E,H,151,164 e The appointment of General Greene to succeed Gates.  
D,76,140,151,164 f The treason of Benedict Arnold.  
D,76,151,164,165 g The deplorable condition of the patriot army (1781); mutiny; a laggard Congress.

1775-1779

- B,D,169,170,171 h The relatively strong and phenomenally active American naval forces of the Revolutionary War.  
D,169,170,171 i A comparison of the American and British naval forces at the beginning of the Revolution.  
169, 170, 171 j Naval regulations of the Revolutionary War.  
B,D,169,170,171 k The beginning of the American navy.  
D,76,169,170,171 l The naval encounters of the Revolutionary War.  
B,E,169,170,171 m Paul Jones: his cruises in the *Providence*, the *Alford*, the *Ranger*; the *Bonhomme Richard* and the *Serapis*.  
B,D,169,170,171 n A summary of the strength and importance of the American navy in the Revolutionary War.

#### II. SELECTED READING:

VEDITZ, *The Revolution* (VI), Chs. XIV, XV.

### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Ch. V.

SCHAFER, *The Pacific Slope* (X), Ch. II.

### IV. SUGGESTIONS—Instruction:

- 1st. Follow the military movements on the maps cited in topic 35.
- 2nd. Note the condition of the South. Scattered cities, not easily defended, promised easy the conquest of it.
- 3rd. Follow carefully the successes and defeats at the South. Notice the heroic efforts of the people and their devotion to their leaders; the importance of Greene's appointment.
- 4th. Consider in order the treason of Arnold: causes; Andre's capture and execution; the moral effect on the people of the report of the treason.
- 5th. Notice the treatment of the army by Congress; mutiny and redress of grievances.
- 6th. The Americans were a maritime people; the colonies were sea-board settlements. Compare the British and American naval resources, and get the story of the navy during the war.
- 7th. Consult Expansion map, Vol. XV; Railroad map, Vol. XVII. (See Illustrations: Sketches of headdress; portraits of Paul Jones, Knox and Gates; Sumter and Smallwood; Greene and Williams.)

### V. QUESTIONS:

1. What conditions promised success to British plans for the conquest of the South?
2. What event or cause, do you think, contributed chiefly to the defeat of the British plan?
3. Give an account of Arnold's treason and its effect.
4. When and how did the American navy begin?
5. Make a summary of the operations of the navy during the Revolutionary War.

### VI. CONTEMPORARY REFERENCES—Bibliography:

#### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. VI, Chs. VI, VII; VIII, App.
- B. FISKE, *The American Revolution*, Chs. XII-XIV.
- D. *Amer. Nation*, Vol. IX, Chs. XII-XIV, XVI, XVII.
- E. AVERY, Vol. VI, Chs. IX, X, XIII.
- G. HILDRETH, Chs. XXXIX-XLIII.
- H. BANCROFT, Vol. V, Chs. XXII, XXV, XXVIII; P. II, Ch. II.

#### SPECIAL

67. ROOSEVELT, *Winning of the West*.
76. LECKY, *England in the Eighteenth Century*. Chapters on *The American Revolution*.
140. TREVELYAN, *The American Revolution*.
141. LOSSING, *Field-Book of the Revolution*.
142. WINSOR, *Handbook of the Revolution*.
143. RAMSEY, *The American Revolution*.
151. CARRINGTON, *Battles of the American Revolution*.
155. PARTON, *Jefferson*.
160. MCCRADY, *South Carolina in the Revolution*.
164. LODGE, *History of the American Revolution*.
165. BOLTON, *The Private Soldier under Washington*.
169. COOPER, *History of the Navy*.
170. PAULLIN, *The Navy of the Revolution*. The only adequate account.
171. MACLAY, *History of the United States Navy*. Standard.

#### SUPPLEMENTAL

- AMES, *Works of Fisher Ames*.  
 JOHNSTON, *Correspondence and Public Papers of John Jay*.  
 MARSHALL, JOHN, *Life of Washington*.  
 PICKERING, *Life of Timothy Pickering*.  
 RANDALL, *Life of Jefferson*.  
 SPARKS, *Life of Washington*.  
 UPHAM, *Life of Pickering*.  
 WEBSTER, NOAH, *Essays and Fugitive Writings*.  
*The South in the Building of the Nation*.  
 BRYANT AND GAY, Vol. IV, Chs. I, II.  
 GREENE, *Nathanael Greene*.  
 LEE, *Memoirs of the Revolutionary War in the Southern Department*.

## TOPIC 38

### THE TERMINATION OF THE REVOLUTIONARY WAR

#### I. SUBJECTS—Syllabus:

1781

- A,B,76,140,147 *a* A review of European politics as affecting America (United States) during the Revolutionary War.
- B,D,E,76,168 *b* The French fleet in co-operation with the American army on the coast of New England.
- B,E,H,141,164 *c* The campaign of General Greene in the Carolinas; the battles of Cowpens, Guilford C. H., Ft. Watson, Hobkirk's Hill, Augusta, Ft. Ninety-six, Eutaw Springs.
- B, D, 141, 168 *d* Lafayette and the allied French and American armies.
- B,D,H,141,168 *e* The campaign of Cornwallis, ending in his surrender at Yorktown.
- B,D,H,147,166 *f* The evacuation of Savannah, Charleston, New York, and other centers by the British.

1782-1783

- B,D,H,76,168 *g* The extent to which American independence was won without European recognition and aid (French).
- B,D,76,81,147 *h* The questions involved in making the treaty of American independence: (1) fisheries, (2) boundaries, (3) slaves, (4) claims of the Loyalists, (5) European political adjustment; also with Spain as to West Florida.

SUBJECTS—*Continued.*

- B,D,76,140,147 *i* Great Britain's demand for the absolute independence of America; the American conditions of peace demanded; the treaty of peace (Sept. 3, 1783).  
 B,D,76,147,168 *j* The attitude of France toward England and America upon the termination of the Revolution.  
 B,D,H,I,157 *k* The misery of the American army at the close of the Revolution and the meager provision made by Congress for the soldiers.  
 B,D,H,I,157 *l* Washington's farewell address to the army; his retirement to private life; the Society of the Cincinnati.

II. SELECTED READING:

VEDITZ, *The Revolution* (VI), Chs. XVI, XVII.

III. COLLATERAL HISTORY:

HAMILTON, *Colonization of the South* (III), Chs. XXII, XXIII.

MORAN, *The Constitution* (VII), Ch. I.

MUNRO, *Canada* (XI), Chs. XI, XII.

IV. SUGGESTIONS—Instruction:

- 1st. Note that European politics again affect the history of America—a sort of aftermath of the Anglo-French-Spanish struggle for control of the New World.
- 2nd. Make a summary of the French operations in the American War.
- 3rd. Make a summary of the military events in the South:
  - (a) The capture of forts and towns by the British.
  - (b) The campaign of Cornwallis, ending with the surrender of the British army at Yorktown.
- 4th. Difficult questions were involved in concluding peace:
  - (a) Foreign interests—British, French, Spanish.
  - (b) American interests—involving (1) boundaries, (2) fishery rights, (3) the Loyalists, (4) slave property seized by the British during the war.
- 5th. Note the miserable condition of the American soldiers, and the indifference of Congress toward them.
- 6th. Observe the incidents connected with the retirement of Washington from the army.
- 7th. Consult Expansion map (Vol. XV) and Railroad maps (Vols. XVII, XVIII). (See portraits of Jay and others.)

## V. QUESTIONS:

1. How did world-politics affect the making of peace at the close of the Revolution?
2. Give an account of the campaign of Lord Cornwallis in the South, including his surrender at Yorktown.
3. What questions were involved in making peace?
4. Name the American diplomats who negotiated the treaty of peace.
5. Describe the condition of the American Army in 1783.
6. Give your estimate of Washington's conduct in the closing scenes of the war.

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

- A. WINSOR, Vols. VI, Chs. VI, IX; VII, Ch. II.
- B. FISKE, *The American Revolution*, Ch. XV; *The Critical Period of American History*, Chs. I-III.
- D. *Amer. Nation*, Vols. IX, Ch. XVII; X, Chs. I, II.
- E. AVERY, Vol. VI, Chs. XIV-XVII.
- F. "Contemporaries," Vol. II, Chs. XXXIV, XXXV.
- G. HILDRETH, Ch. XLV.
- H. BANCROFT, Vols. V, P. II, Chs. I, III-VII; VI, Chs. I, II-VII. See particularly for explanation of the extent to which independence was won without foreign recognition and aid.
- I. MCMASTER, *A History of the People of the United States*, Vol. I, Chs. I, II. (See Note.)

### SPECIAL

76. LECKY, *England in the Eighteenth Century*. Chapters on *The American Revolution*.
81. *Amer. Statesmen: Washington, Jefferson, Franklin, Adams, Hamilton, Madison, Marshall, Monroe, Jay*.
140. TREVELYAN, *The American Revolution*.
141. LOSSING, *Field-Book of the Revolution*.
147. FOSTER, *A Century of American Diplomacy*.
148. HARDING, *Select Orations Illustrating American Political History*.
149. TYLER, *Literary History of the Revolution*.
150. VAN TYNE, *The Loyalist in the American Revolution*.
157. IRVING, *Washington*.
160. MCCRADY, *South Carolina in the Revolution*.
164. LODGE, *History of the American Revolution*.
166. SCHUYLER, *American Diplomacy*.
168. PERKINS, *France in the American Revolution*.

SUPPLEMENTAL

LEE, *Memoirs of the Revolutionary War in the Southern Department.*

BRYANT AND GAY, Vol. IV, Chs. III, IV.

*Treaties and Conventions of the U. S.* Govt. publication, 1910.

*Journals and Secret Journals of Congress.* U. S. Govt. publication.

WASHINGTON, *Writings.*

JEFFERSON, *Writings.*

FRANKLIN, *Works.*

ADAMS, *Works.* Edited by C. F. Adams.

LODGE, *The Works of Alexander Hamilton.*

*The South in the Building of the Nation.*

WHARTON, *The Revolutionary and Diplomatic Correspondence of the United States.*

NOTE

McMaster's history, as its title indicates, deals with social, industrial, intellectual and economic conditions rather than with constitutional questions. It is a valuable and interesting work, standing almost alone as a portrayal of the life of the people for the period it covers, 1784-1860.



## TOPIC 39

- a. THE FINANCES OF THE REVOLUTIONARY WAR
- b. THE DISINTEGRATION OF THE UNION

### I SUBJECTS—Syllabus:

1775-1783

- B,D,F,167,172    a The cost of the Revolutionary War.
- D,F,77,167,172    b The financial methods of Congress during the Revolution; bills of credit, lotteries, taxation, paper currency; the attempt to create wealth "by act of Congress" and the refusal of the States to support the scheme.
- D, F, 167, 172    c The amount of paper in circulation (State and Continental) during the Revolution; its redemption value in coin.
- D, E, 167, 172    d Robert Morris, the financier of the Revolution.
- D,H,77,167,172    e The extravagance of the Government during the Revolutionary War; its unsound financial expedients; the decay of public credit.

1776-1787

- D,44,48,175,176    f The formation of the first local (State) governments; the State constitutions.
- D,48,174,175    g The common law as the basis of the civil (State) organization; the courts; elections; suffrage.
- B,D,I,48,175    h The necessity for the reconstruction of the Union after the close of the Revolution.
- B, D, I, 48, 61    i The Western lands as the crucial point in reconstructing the Union of 1776.
- B, D, I, 48, 81    j The Articles of Confederation; their defects; the Annapolis Convention; the Federal Constitutional Convention called (1787).

### II. SELECTED READING:

VEDITZ, *The Revolution* (VI), Chs. XVIII, XIX.

### III. COLLATERAL HISTORY:

MORAN, *The Constitution* (VII), Chs. I, II.

GEER, *The Louisiana Purchase* (VIII), Chs. III. IV.

THORPE, *The Civil War*; National View (XV), Ch. III.

#### IV. SUGGESTIONS—Instruction:

- 1st. Notice the financial method of Congress and the States, resulting in the depreciation of the value of all paper money. Robert Morris (and others) suggested remedies, but they were ignored for the time being.
- 2nd. Note the devices resorted to for sustaining public credit—lotteries, paper currency, etc.
- 3rd. Congress had not power to collect a tax; the States were willing to grant Congress this power. Follow carefully the steps in the decay of credit, State and Federal. Wealth cannot be created by mere law; the measure of wealth is labor.
- 4th. Examine closely the organization of State governments: (a) the constitutions (limiting and defining the powers granted by the people); (b) the courts; (c) the executive; (d) the legislative; (e) suffrage.
- 5th. The Articles of Confederation were a temporary Federal Constitution, deriving authority from the States. Make a careful examination of the defects of the Articles as a working constitution.

#### V. QUESTIONS:

1. Explain the causes of the desperate financial state of the country at the close of the Revolution and the remedial devices resorted to.
2. Give an account of Robert Morris.
3. What was the importance of the Western lands?
4. Give an account of the organization of the State governments.
5. What were the defects of the Articles of Confederation?

#### VI. CONTEMPORARY REFERENCES—Bibliography:

##### GENERAL U. S. HISTORIES

- A. WINSOR, Vol. VII, Ch. III.
- B. FISKE, *The Critical Period of American History*, Chs. II-IV.
- D. *Amer. Nation*, Vol. X, Chs. III-IX.
- E. AVERY, Vol. VI, Chs. VI, XVIII.
- F. "*Contemporaries*," Vols. II, Ch. XXXIII; III, Chs. II-V, VIII, IX.
- G. HILDRETH, Chs. XLIV, XLVI.
- H. BANCROFT, Vols. V, Chs. IX, XXIX; VI, P. II, Chs. I-VIII.
- I. McMASTER, Vol. I, Chs. III, IV.

# SPECIAL

44. *Amer. Commonwealths*. Consult for the States concerned.
48. THORPE, *Constitutional History of the United States*.
61. HINSDALE, *The Old Northwest*.
77. BOGART, *Economic History of the United States*.
81. *Amer. Statesmen*. Same as in the preceding topic.
112. PARTON, *Franklin*.
118. WEEDEN, *Economic History of New England*.
140. TREVELYAN, *The American Revolution*.
146. FISHER, *The Struggle for American Independence*.
147. FOSTER, *A Century of American Diplomacy*.
162. BEARD, *American Government and Politics*.
167. DEWEY, *The Financial History of the United States*.
172. SUMNER, *The Finances and the Financier of the Revolution*. Robert Morris, in *Makers of America*.
173. BANCROFT, *Formation of the Constitution*. Condition of the country under the Articles of Confederation.
174. BRYCE, *The American Commonwealth*.
175. LANDON, *The Constitutional History and Government of the United States*.
176. STEPHENS, *The War between the States*. Important as giving the "States rights" view of the formation of the Union.

# SUPPLEMENTAL

- LALOR, *Cyclopaedia of Pol. Sc.*, etc.
- THORPE, *Charters and Constitutions*. The first State constitutions.
- BULLOCK, *Finances of the United States*.
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- The South in the Building of the Nation*.
- WILSON, *A History of the American People*.
- VON HOLST, *History of the United States*.
- CURTIS, *Constitutional History of the United States*.
- JAMESON, *The Constitutional Convention*.
- HUNT, *Life of Madison*.

## TOPIC 40

### *A Review of Course I*

## THEME: THE FOUNDATIONS OF THE AMERICAN NATION

A. D. 458-1783

### I. SUBJECTS—Syllabus:

- A, B, C, D, H      a The discovery and exploration of North America: Pre-Columbian; Columbus; Spanish, English, French and Dutch exploration.
- A, B, C, D, H      b Colonization: Spanish, French, English, Dutch and Swedish settlements; transplacing the natives; international aggression and conflict on American ground; inter-colonial relations; development toward union, independence, and the forming of a *New Nation in a New World*.
- B, D, H, 76, 80    c The American Revolution: conditions in the English (American) colonies, 1763; resistance to the British colonial policy; steps to union and independence; the military conflicts of the Revolutionary War; foreign (French) recognition of independence and assistance; the achievement of independence; acts leading to the perpetual establishment of the United States under a Federal constitution.

### II. SELECTED READING:

BRITTAİN, *Discovery and Exploration* (I), Ch. II.

VEDITZ, *The Revolution* (VI), Chs. I-IV, VIII, XIX.

### III. COLLATERAL HISTORY:

THOMAS, *The Indians in Historic Times* (II), Chs. III-XI.

MORAN, *The Constitution* (VII), Chs. I, II.

GEER, *The Louisiana Purchase* (VIII), Chs. I-IV.

Make a comparison in detail of the chronological tables (to 1783) in Vols. I, III-V, IX-XI.

#### IV. SUGGESTIONS—Instruction:

- 1st. Make separate lists of all the explorers of North America, according to nationality, and then trace on the map the explorers' tracks, using various colors or markings to designate the different nations represented. Get well in mind the work of each explorer and the chronological order or successive steps in exploration.
- 2nd. Examine simultaneously the chronological tables in the three volumes on colonization. In order to become familiar with events and conditions prevailing in the several sections at the same period, compare periods and episodes, *e. g.*, religious movements, Indian wars, the Anglo-French conflict, effect of the Stamp Act, etc.
- 3rd. Consider the Revolutionary War as a single episode. Survey it in all of its phases separately: the inducements to union; the social relations between the Whigs, Tories, and British; the industrial and commercial conditions; the campaigns, battles, and forces engaged; the equipment for war; the great statesmen of the period, etc.
- 4th. Consider the great issues, difficulties, and achievements of the long period of colonization terminating in the Revolutionary War, through which the "foundations of the American nation" were solidly laid.
- 5th. This review completes the first of the four courses in American History and Institutions. Write a paper of at least 1200 words on some appropriate subject. If preferred, the subject may be chosen from the list of subjects appearing on the succeeding pages. This paper is to be sent in with the answers to the questions on Course 1 (topics 1-40). The three other courses proceed in the same manner as the first course. Answers and papers for examination may either be sent in for each course separately as finished, or held until the completion of the four courses, when Graduation Certificates, as merited, are awarded.

## V. QUESTIONS:

1. Who were the great personages of this period?
2. What are the principal events of the period?
3. What was the extension of geographical knowledge during this period?
4. What was the theater of the conflict in the Anglo-French war for America? What in the war for Independence?
5. Bound the territory acquired from Great Britain by the Revolutionary War (Treaty of 1783).

## VI. CONTEMPORARY REFERENCES—Bibliography:

### GENERAL U. S. HISTORIES

Readers may well become familiar with all the General Histories cited in the course. It will be helpful in this review to take a running look over the narratives of Discovery, Colonization and the Revolution given in such of the general histories as may be accessible to the reader.

### SPECIAL

The biographies and special histories cited in the topics of this course direct the reader to the great books which have been written on the subjects or characters identified with the course. These books serve to present with completeness and great fullness all the subjects listed in the different topics of the course, as against the more limited treatment and omissions of the General Histories.

### SUPPLEMENTAL

Since the Supplemental References consist mainly of primary sources and other works not generally accessible, and are intended to guide the reader in special investigation, the works listed under this classification are not called into use in this review; but the reader is directed to the Special Bibliography herein. Under each division or classification of the Special Bibliography helpful suggestions are to be found, with such works cited as will conveniently direct readers to the leading works published on any line or matter in any way connected with American history.



## SUBJECTS SUGGESTED FOR SPECIAL OCCASIONS

A list of themes appropriate to course No. I, for essays or other papers, addresses, discussion, etc. By consulting the syllabi other subjects suitable to each topic will be suggested.

### DISCOVERY AND EXPLORATION

- The Northmen and their ancestors as navigators.
- Early adventurers: Marco Polo; Prince Henry of Portugal.
- Geographical knowledge at the time of the first voyage of Columbus.
- The character and career of Columbus.
- Amerigo Vespucci and the naming of America.
- Spanish colonization and colonial administration.
- Purpose and results of early French explorations.
- The conquest of Mexico.
- Samuel Champlain.
- The French in the Mississippi Valley.
- The spirit and purpose of English explorations in the New World.
- The cartography of North America to the close of the sixteenth century.
- A critical study of one historian of the period.

### THE COLONIZATION OF THE SOUTH

- The significance of the first English charters (colonial).
- The Huguenots in Florida.
- Life in Virginia, 1607-1640.
- Church and State in the Carolinas.
- The Virginia House of Burgesses.
- Plantation life in Virginia (or South Carolina) in Colonial times.
- The Puritans in the South.
- The economic aspects of Southern colonization.
- Vestiges of Latin supremacy at the South.
- A comparative study of social institutions in the Southern colonies, from their settlement to the American Revolution.
- Bacon's rebellion.
- The gradual making of the map of the Southern colonies.
- Comparative study of Hamilton's *Colonization of the South*, with two other historians, e. g., Bancroft and Channing.



## THE COLONIZATION OF THE MIDDLE STATES

- The Swedes on the Delaware.
- Religious toleration in Maryland.
- The history of West Jersey.
- William Penn.
- The Society of Friends and their influence in America.
- Effects of the Revolution of 1688 in America.
- Social life in Pennsylvania during the seventeenth century.
- The influence of Benjamin Franklin in Pennsylvania.
- The separation of Delaware from Pennsylvania.
- The case of John Peter Zenger.
- Sir Edmund Andros.
- The Duke of York's *Book of Laws*.
- A comparative study of Fiske's *Dutch and Quaker Colonies* and Channing's narrative with Jones' *Colonization of the Middle States*.
- A comparison of "life" in the Middle and Southern colonies.
- A comparison of religious toleration in Rhode Island, Pennsylvania and Maryland.

## THE COLONIZATION OF NEW ENGLAND

- The Puritans in England and New England.
- Early union of Church and State in New England.
- Roger Williams.
- The founding of Maine.
- Economic aspects of life in New England in the eighteenth century .
- The House of Stuart and New England.
- The ideals of a Puritan commonwealth.
- Witchcraft: New England's guilt and innocence.
- The essential causes of conflict between the royal governors and the New England Assemblies.
- Early educational opportunities in New England.
- The history of New England as a chapter in the history of civilization: Buckle's theory applied.
- Some explanations of the prompt initiation in New England of revolt against England, 1765-1775.
- Comparative study of New England and the South in colonial times.

## THE EARLY WESTWARD MOVEMENT

- The British Western policy.
- Virginia and early Western expansion.
- The rise of the fur trade.
- The French province of Louisiana.
- A comparison of French and English systems of colonization.

## THE AMERICAN REVOLUTION

- Conditions in the thirteen American (English) colonies at the outbreak of the Revolution.
- The essential causes of active resistance to the British Government.
- The Revolution, whether inevitable, or precipitated by designing men.
- The essential principles of the Declaration of Independence.
- A comparison of Trevelyan's and Bancroft's accounts of General Burgoyne's campaign with the account in *The History of North America*, Vol. VI.
- Benjamin Franklin as a diplomat.
- Lafayette in the Revolution.
- The American Congress during the Revolution.
- The Revolution as England saw and understood it.
- The French alliance.
- The state of America in 1784 (using McMaster's account in his *History of the People of the United States* as supplemental to the narrative in *The History of North America*.
- The condition of civil government in America during the Revolution.
- The Indians during the Revolutionary War.
- The results of George Rogers Clark's expedition.

## A Bibliography of American History

*Covering the period from the early discoveries to the close of the Revolutionary War.*

Bibliography comprehends publications of all degrees of value, and the reader, unaided, is in peril of confusing valueless with valuable books. The intention of this bibliography is solely to cite for the reader's guidance such authorities and writings as will, if carefully examined, acquaint him with the important aspects of the subject in hand.

The bibliography is not exhaustive: it fairly covers and includes the books best worth knowing—those with which the reader's time can be spent to the greatest advantage. It is ample for all ordinary requirements; indeed, those who are prepared to utilize an exhaustive or complete bibliography of a particular subject are quite capable of preparing their own.

The elimination of books which are not classed as authoritative, the avoidance of extensive lists which tend to tedious search, the classified arrangement of the references in the topics and in the indexes, the special citations in the syllabi—these are all features of this bibliography which serve the desirable ends of trustworthiness, time-saving, convenience and direct guidance to the data sought.

Many of the eminent authorities cited in this bibliography mention in footnotes the principal material on which they base their narratives. The reader may, therefore, as far as it is accessible, consult the material thus cited. But very few libraries, however, either public or private, contain, to any extent, that material which among scholars goes by the name of "sources."

## Special Bibliography

### WORKS RELATING TO HISTORY AS A BRANCH OF LEARNING

MACAULAY, *Essay on History*.

CARLYLE, *Essay on History*.

EMERSON, *Essay on History*.

TAINE, *Philosophy and History*.

TAINE, *Criticism and History*.

HARRISON, *The Meaning of History*.

ALLEN, *The Place of History in Education*.

RHODES, *Concerning the Writing of History* (*Annual Rep. Amer. Hist. Asso.*, 1900).

SMITH, GOLDWIN, *Lectures on Modern History*.

BUCKLE, *History of Civilization in England*. The classic work on the theory that physical causes determine the course of history.

DRAPER, *History of the American Civil War* (Vol. I). Works out Buckle's theory as applied to North America.

CLARK, *Buckle and his Theory of Averages* (in Nineteenth Century questions).

MATTHEWS, BRANDER, *Aspects of Fiction*.

GEORGE, *Historical Evidence*.

FREEMAN, *Methods of Historical Study*.

MACE, *Method in History*.

ACTON, *Historical Essays and Studies*.

ACTON, *Literature in the Study of History*.

CHANNING AND HART, *Guide to the Study of American History*.

HINSDALE, *How to Study History*.

VINCENT, *Historical Research*.

GEORGE, *The Relations of Geography and History*.

BRIGHAM, *Geographic Influences in American History*.

SEMPLE, *American History and its Geographical Influences*.

#### REFERENCES

- WINSOR, *Narrative and Critical History*. Valuable bibliography.
- The American Nation*. Each of the 26 volumes of this series gives an ample bibliography of its subject.
- LARNED, ed., *Literature of American History*. Contains references with annotations to more than 4000 books. Up to 1899. Supplements for 1900 to 1904 published.
- Writings on American History*. Annual bibliographies of works published.
- GRIFFIN, *Bibliography of American Historical Societies* (*Amer. Hist. Soc. An. Rep.*, 1905, Vol. II).
- FOSTER, *References*.
- KROEGER, *Guide to the Study and Use of Reference Books*.
- SPARKS, *Topical Reference Lists*.
- ALLEN, *History Topics*.
- GORDY AND TWICHELL, *A Pathfinder in American History*.
- CHANNING AND HART, *Guide to the Study of American History*. Contains several hundred pages of bibliographical references, but is not up-to-date.
- HART, *Manual of American History, Diplomacy and Government*. Recent. Supplies abundant references.
- Historical Sources in Schools*. Has collections of references to source material.
- JAMESON, *Dictionary of United States History*.
- LAMB, *Biographical Dictionary of the United States*.
- LARNED, *History for Ready Reference*.
- BAKER, *History in Fiction—American History*. Vol. II
- LALOR, *Cyclopaedia of Pol. Sc., History*, etc.
- LOSSING, *Harper's Popular Cyclopaedia of United States History*.

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The standard general encyclopedias serve the purpose, more or less, of reference to American History subjects, particularly as to names and places.

#### DOCUMENTS

- Public Documents of the United States Government:
- Journals of the Continental Congress*.
- EVERHART, *United States Public Documents*. Consult as to the nature of these documents and how to use them.
- WYER, *United States Government Documents*. (N. Y. State Library Bulletin, No. 102.)
- KROEGER, *Guide to the Study and Use of Reference Books*.
- Bibliography of Government Publications*. (Carnegie Inst., pub.)

AMES, *Comprehensive Index to the Publications of the United States Government*, 1881-1893. Indexes from 1893 to date have been published by the Government.

*The Government* now makes many public libraries depositories of the vast current documentary material issued by Congress and the Government departments. It is thus readily accessible. The Superintendent of Documents will sell any available Government publication at cost of printing and binding.

*Reports of the Decisions of the United States Supreme Court.* These may be found in any well equipped law library.

*The Colonial Laws* are not easily accessible, their rarity and expense making their possession practically impossible to most libraries. Reprints of them, however, are accumulating from year to year.

FORCE, ed., *The American Archives*. An invaluable collection for the early Revolutionary period.

*State Documents.* Nearly all the States reprint important documents connected with the government of their respective States and on other important matters. These are frequently available, free upon request, or may be found in State and public libraries.

THORPE, *The Federal and State Constitutions, Colonial Charters and other Organic Laws of the States, Territories and Colonies now or heretofore forming the United States of America*. Issued from the Government Printing Office, 7 vols. Serial number, 5190-5194.; 59th Congress, 2d session, House Document No. 357. This is a monumental work, indispensable in the study of American Constitutional Government. The collection of State constitutions is complete to 1906. Copies of new constitutions can be obtained from State officials.

AMES, *State Documents on Federal Relations: The States and the United States*. State documents pertaining to the relations of the States to the Federal Government.

HILL, *Liberty Documents*. Important constitutional documents with critical notes by present day historians.

MACDONALD, *Select Charters and other Documents Illustrative of American History*. 1606-1775.

MACDONALD, *Select Documents Illustrative of the History of the United States*. 1776-1861.

*American History Leaflets*. Reprints of important documents.

*Old South Leaflets*. Reprints of original documents and papers, with notes.



## ARCHIVES

*European Archives*, so far as affording material for American history, are as yet largely inaccessible, save at much expense; but the publication of valuable documents is in progress. They are announced from time to time by the societies or publishers having them in hand. Information is likely to appear in *The American Historical Review*, the organ of the American Historical Association.

*Archives of the States.* With some exceptions the different States now publish their archives, and, in many instances, make a mass of historical matter available to the public through State and other libraries.

*Historical Societies* (State, county and local) increase the accessibility of the general mass of material. The reader may advantageously make a special study of his own locality in its relations to the general movement of history.

*The American Historical Review*, edited by a committee elected by the American Historical Association, contains critical papers by scholars on various aspects of the history of North America. It reprints documents, and publishes reviews of histories, biographies, travels, documentary publications, etc. It also gives information from time to time of the reprinting and publishing of valuable archives.

*Periodicals.* A number of periodicals are now published by the various historical societies. While very few other periodicals are devoted wholly to history, the files of many of them contain valuable articles. The following may be named: *The Atlantic Monthly*, *Century* (on the Civil War especially), *Forum*, *North American Review*, *Nation*, *Political Science Quarterly*, *Scribner's*, *Magazine of American History* and *American Historical Review*, the last two named being confined to historical matters.

POOLE'S *Index to Periodical Literature* makes the historical matter of leading periodicals accessible.

GRIFFIN, *Bibliography of American Historical Societies.* (*Amer. Hist. Asso. Annual Rep.*, 1905, Vol. II.) Complete to 1905.

STEVENS, *Facsimiles of Manuscripts in European Archives Relating to America, 1770-1783.* This vast collection of 25 volumes makes accessible in America the most important documents now stored in European archives relating to the American Revolution.



#### SOURCES

CALDWELL AND PERSINGER, *A Source History of the United States*.

HART, *American History Told by Contemporaries*. Used as a general history in these courses.

HART, *Source Book of American History*.

*Historical Sources in Schools*.

MACDONALD, *Documentary Source-Book of American History*.

THORPE, *Charters and Constitutions*. (See DOCUMENTS.)

In these courses the leading sources relating to the different topics are cited in the topics themselves among the Supplemental References.

#### AMERICAN INSTITUTIONS AND GOVERNMENT

HART, *Manual of American History, Diplomacy and Government*.

BRYCE, *The American Commonwealth*. The best work on American Government and Institutions.

HART, *Actual Government as Applied under American Conditions*.

WOODBURN, *The American Republic and its Government*.

REINSCH, *Colonial Government and Administration*.

WILSON, *The State*.

THORPE, *Charters and Constitutions*. (See DOCUMENTS.)

DODD, *Modern Constitutions*.

GREENE, *Colonial Commonwealths*.

*The Federalist*. Ford's edition is indexed.

TAYLOR, *Origin and Growth of the English Constitution*.

CAMPBELL, *Origin of American Institutions*.

COTTON, *The Constitutional Decisions of John Marshall*. The great exposition.

WRIGHT, *The Industrial Evolution of the United States*.

CALLNDAR, *Economic History of the United States*.

LOW, *Psychology of the American People*. A new and valuable English work.

FISHER, *The Evolution of the Constitution*.

BEARD, *American Government and Politics*. The best and most comprehensive of the one volume books on actual government in the United States.

BEARD, *Readings on American Government and Politics*. Supplements and illustrates his work, above mentioned.

## HISTORICAL LITERATURE IN AMERICA TO THE CLOSE OF THE REVOLUTIONARY WAR

### WORKS ON EARLY AMERICAN LITERATURE

- TYLER, *History of American Literature During the Colonial Time, 1607-1776*. The classic authority. Bibliography.
- TYLER, *Literary History of the Revolution*.
- WENDELL, *A Literary History of America*. Gives an ample bibliography.
- PANCOAST, *Introduction to American Literature*.
- WHITCOMB, *Chronological Outlines of American Literature*.
- TRENT, *American Literature*.
- TRENT, *Southern Writers*.
- STEDMAN, *Poets of America*.
- WINSOR, *Hand-book of the Revolution*.
- SMYTH, *American Literature*.
- LARNED, *History for Ready Reference*.
- GRANGER, *Index to Poetry and Recitations*. For guidance to selections relating to American History.
- The Speaker's Garland*. A vast collection of prose and poetry selections suitable for recitations, etc.
- STEDMAN AND HUTCHINSON, *Library of American Literature*. These volumes contain selections from the best prose and poetry of American writers. Others are: BENJAMIN, *Library of American Literature*; SPOFFORD, *Library of Choice Literature*; WARNER, *Library of the World's Best Literature*.
- DUYCKINCK, *Cyclopedia of American Literature*. Selections from leading American authors, with biographical sketches and critical notes on the selections.
- MOULTON, *Library of Literary Criticism of English and American Authors*. The only work of the kind. Invaluable for its criticisms of American authors and their works.
- DIXSON, *Subject Index to Universal Prose Fiction*.

## POEMS

BARLOW, *Vision of Columbus* (also called *The Columbiad*).  
 DRAKE, *A Book of New England Legends and Folk-lore in Prose and Poetry*.

DUNLAP, *Andre*.

DUYKINCK, *Ballads of the Old French War and the Revolution*, in *Cyclopedia of American Literature*.

DWIGHT, *Greenfield Hill*. Connecticut.

FRENEAU, *Poems of the Revolutionary Period*.

LONGFELLOW, *The Skeleton in Armor*. Northmen.

*The Courtship of Miles Standish*.

*John Endicott*.

*Giles Corey*. Salem Witchcraft.

*Evangeline*. Acadia.

*Hiawatha*.

*Hymn to the Moravian Nuns*.

*Paul Revere's Ride*. (See Longfellow's complete works for other poems relating to the period.)

LOSSING, *Poetical Works*.

LOWELL, *Columbus*.

MOORE, *Songs and Ballads of the American Revolution*.

PRESTON, *Colonial Ballads and Sonnets*.

SARGENT, *The Loyalist Poetry of the Revolution*.

SIGOURNEY, *Pocahontas*.

STEDMAN, *Peter Stuyvesant's New Year's Call*.

WHITTIER, *Cobbler Keesar's Vision*.

*Passaconaway*.

*Leaves from Margaret Smith's Journal*.

*Skipper Ireson's Ride*.

*The Witch of Wenham*.

*The King's Missive*.

*The Bridal of Pennacook*.

*Mogg Megone*.

*The Pennsylvania Pilgrims*. (Also others.)

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*Note:* Consult references cited under WORKS ON EARLY AMERICAN LITERATURE for full lists of poems relating to the period.

## HISTORICAL NOVELS

- AINSWORTH, *John Law*. The Mississippi Bubble.  
 ALLEN, *The Choir Invisible*. Kentucky.  
 ALTSEHLER, *The Sun of Saratoga*. Surrender of Burgoyne.  
 ATHERTON, *The Conquerer*. Alexander Hamilton.  
 AUSTIN, *A Nameless Nobleman*. Plymouth Colony.  
     *Standish of Standish*. Plymouth, Massachusetts.  
 BALLANTYNE, *The Norsemen in the West*.  
 BANDELIER, *The Delight Makers*. Pueblo Indians.  
 BARR, *The Bow of Orange Ribbon*. New York.  
 BARRATT, *In Old New York*.  
 BELDEN, *Antonia*. Dutch colonists of New York.  
 BENNETT, *Barnaby Lee*. Stuyvesant and Calvert; New York  
     and Maryland.  
 BYNNER, *Agnes Surriage*. Boston; Marblehead.  
     *The Begun's Daughter*. New York; Leisler.  
 CABLE, *Old Creole Days*. Also other stories of life in Louisiana  
     in the early period.  
 CARUTHERS, *Cavaliers of Virginia*.  
 CATHERWOOD, *Story of Tonty*. French exploration.  
     *Romance of Dollard*. Iroquois; New France.  
 CHAMBERS, *Cardigan*. Descriptive of life just before the  
     American Revolution.  
 CHILD, *Boston Before the Revolution*.  
 CHURCHILL, *Richard Carvel*. Maryland.  
 COOKE, *Return*. Georgia and the Savannahs.  
     *The Virginia Comedians*.  
     *Fairfax, or the Master of Greenway Court*. Shenandoah  
     Valley.  
 COOPER, *Mercedes of Castile*. Columbus.  
     *The Leather-Stocking Tales*. Old French Wars.  
     *The Deerslayer, or the First War-Path*.  
     *The Last of the Mohicans*.  
     *The Pathfinder, or the Inland Sea*.  
     *The Pioneers, or the Sources of the Susquehanna*.  
     *The Prairie*.  
     *The Pilot*. Paul Jones.  
     *Water Witch*.  
     *The Spy*. Washington; the Revolution.  
     *Wept of the Wish-Ton-Wish*. King Philip's War.  
 DIX, *The Making of Christopher Ferringham*. Massachusetts;  
     Quaker persecutions.  
 DOYLE, *The Refugees*. France; Canada under Louis XIV.

EGGLESTON, *A Carolina Cavalier*.  
 FORD, *Janice Meredith*. Washington and Andre.  
 FREDERIC, *In the Valley*. Battle of Oriskany.  
 GOODWIN, *Sir Christopher*. Maryland manor life.  
     *White Aprons*. Bacon's Rebellion, Virginia.  
 HAGGARD, *Montezuma's Daughter*.  
 HARTE, *A Story of the Jerseys*.  
 HAWTHORNE, *The Scarlet Letter*. Plymouth Colony.  
     *Legends of New England*.  
     *Mosses from an Old Manse*. New England.  
     colonial life.  
 HOLLAND, *Bay Path*. Early Connecticut.  
 HOLMES, *Grandmother's Story of the Battle of Bunker Hill*.  
 HOUGH, *The Mississippi Bubble*.  
 IRVING, *Knickerbocker's History of New York*.  
 JAMES, *Ticonderoga*.  
 JEWETT, *The Tory Lover*. Paul Jones.  
 JOHNSTON, *Audrey*. Virginia.  
     *Prisoners of Hope*. Restroation in Virginia.  
     *To have and To Hold*. Early Virginia.  
 KENNEDY, *Horseshoe Robinson*. South Carolina.  
 KING, *Cadet Days*. West Point, time of Arnold's treason.  
 LESLIE, *Saxby*. Puritans in New England and America.  
 MCLAWS, *When the Land was Young*. Pirates.  
 MITCHELL, *Hugh Wynne*. The Revolution.  
 MOTLEY, *Merry-Mount*. A romance of the Massachusetts  
     colony.  
 MUNROE, *The Flamingo Feather*. Huguenots in Florida.  
 PAULDING, *The Dutchman's Fireside*.  
     *Konigsmarke*. The Swedes on the Delaware.  
 POLLARD, *Green Mountain Boys*.  
 ROE, *Near to Nature's Heart*. Washington and Arnold.  
 SIMMS, *The Yemassee*. South Carolina; Indians.  
     *Lily and Totem*. The Huguenots, Florida.  
     *Vasconcelos*. Florida; DeSoto.  
     *The Partisan*.  
     *Mellichampe: A Legend of the Santee*.  
     *Katherine Walton*.  
     *The Scout*. (Kinsman.)  
     *Woodcraft*.  
     *The Forayers*.  
     *Eutaw*. (All except the first three cited from this  
         author are descriptive of the Revolution.)

STEVENS, *The Continental Dragoon.*

*Philip Winwood.*

STEVENSON, *A Soldier of Virginia.* Washington; Braddock.

THACKERAY, *The Virginians.* Virginia; Washington;  
Franklin; the Old French War.

THOMPSON, *The Rangers.* George Rogers Clark.

*Alice of Old Vincennes.*

THORPE, *The Spoils of Empire.* Montezuma.

THURSTON, *Mistress Brent.* Maryland.

TILTON, *My Lady Laughter.* Siege of Boston.

TOURGEE, *Out of the Sunset Sea.* Columbus.

WALLACE, *The Fair God.* Mexico; time of the Conquest.

WILKINS, *The Adventure of Ann.* Stories of Colonial Times.  
*The Heart's Highway.* Virginia; Bacon's Rebel-  
lion.

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Historical novels, poems, essays and plays throw light on the themes they bear, but they are not often history. In this brief collection such aids to the reader are recognized. The list will be found helpful to those desiring to familiarize themselves with the best books pertaining to this aspect of the study of history.

For extended lists of historical novels relating to the period consult:

DIXSON, *Subject Index to Universal Prose Fiction.*

WHITCOMB'S *Chronological Outlines of American Literature*,  
or PANCOAST'S *Introduction to American Literature.*



# INDEX

to the

## CONTEMPORARY REFERENCES—Bibliography as cited in Course 1 (topics 1-40)

### GENERAL U. S. HISTORIES

Each of these General Histories is cited in as many topics of the course as it covers in a general way with measurable fulness; also whenever it treats in an important manner any of the subjects mentioned in the syllabus of a topic.

F *American History Told by Contemporaries.*

D *American Nation, The*

E AVERY, *History of the United States.*

H BANCROFT, *A History of the United States.* (Revised edition, 6 vols.)

C CHANNING, *A History of the United States, 1000-1760.*

B FISKE, *Discovery of America; Old Virginia and Her Neighbors; Dutch and Quaker Colonies; The Beginnings of New England; New France and New England; The American Revolution; The Critical Period of American History.*

G HILDRETH, *The History of the United States.*

I McMASTER, *A History of the People of the United States.* (Ref. in topics 38 and 39 only.)

A. WINSOR, *Narrative and Critical History of America.*

*The History of North America.* Twenty Special Histories bearing this general title. Five volumes are used completely as the Selected Reading for Course 1. The Collateral History citations for the course are all from this collection.



## SPECIAL HISTORIES

The figures following the titles refer to the topics in which each work is cited.

123. ADAMS, *Emancipation of Massachusetts*, 25-28, 30.
122. ADAMS, *Three Episodes of Massachusetts History*, 25.
138. ALLEN, *Life of Jonathan Edwards*, 31.
44. *American Commonwealths* (series), 9-13, 16-34, 39.
81. *American Statesmen* (series) 15, 23, 31, 33-36, 38, 39.
37. ARBER, *Henry Hudson the Navigator*, 7, 16.
50. ASHE, *History of North Carolina*, 10.
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# THE INDIANS, OUR NEIGHBOR-NATIONS AND ISLAND POSSESSIONS

THE NEXT COURSE (NO. 2) PRESENTS  
THE INDEPENDENT SUBJECTS BELONGING TO AMERICAN HISTORY  
WHICH ARE ESSENTIALLY CONNECTED WITH THE HISTORY OF  
THE UNITED STATES.

*Given Under the Following General Subjects:*

PREHISTORIC NORTH AMERICA. *Period:* 100-1492.  
THE INDIANS IN HISTORIC TIMES. *Period:* 1492-1904.  
MEXICO AND CENTRAL AMERICA. *Period:* 500-1908.  
CANADA. *Period:* 1497-1906.  
OUR ISLAND POSSESSIONS. *Period:* 600-1908.

Course No. 2 begins with the prehistoric era in America. The general interest in this absorbing subject is constantly increasing. The treatment is scientific in character and presents an accurate history of the culture and migrations of the Indians for fourteen centuries prior to the landfall of Columbus. This is followed by the history of the Indians as a race and in contact with the white man. The history of the different tribes inhabiting North America, from the time of Columbus to the present, is given.

Course No. 2 also gives the history of Mexico, Central America and Canada. For over 200 years, or more than half the whole period of American History, the region at the South was under the dominion of Spain, and was included with the present southern and far-western portions of the United States as one land, known as New Spain; while at the North, the American possessions of France (New France) included with Canada, as one land, the vast domain lying beyond the Alleghanies and extending southward to the Gulf of Mexico. The history of Canada, Mexico and Central America is, therefore, essentially linked with the history of the territory now embraced in the United States, and must necessarily be acquired by the reader who would know American History in its fulness and in its proper relations. The interest is enhanced by bringing the history of Canada and of Mexico and Central America down to the present time. Course No. 2 concludes with the history of the Insular Possessions of the United States.

American History as generally given is confined almost wholly to the occupancy by the white race (English mainly) of the territory embraced within the present bounds of the United States. By including this course with the three other courses, these courses in American History and Institutions are made of surpassing interest and importance, and, in thoroughness and wideness of scope, are quite beyond the extent of the usual college course. The course splendidly prepares the reader for the later history of the United States and the development of American Institutions.

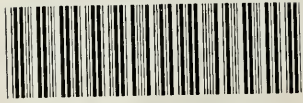




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